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ABSTRACT

This manual provides guidelines for developing outdoor recreation programs. The manual was prepared for adult outdoor recreation programs, but could be useful for other age groups as well. The following topics are discussed: (1) the historical perspectives of outdoor recreation programming; (2) outdoor programming models, including the club model, instructional/school model, packaged/guided model, survival model, and the common adventure model; (3) defining goals and objectives of outdoor programs; (4) consideration of facilities, resources, and outdoor activities; (5) selection of personnel; (6) funding and budgeting; (7) planning outdoor trips around a common adventure approach; (8) promotion and advertising; (9) operation of an outdoor equipment rental center; (10) issues of liability and suggestions that can be instituted to help minimize liability risks; (11) outdoor recreation for the disabled; (12) evaluation methods for outdoor programs; and (13) military outdoor recreation programs. Appendices include a list of selected outdoor periodicals, outdoor book vendors, film and video sources, outdoor equipment suppliers, and professional organizations. (LP)

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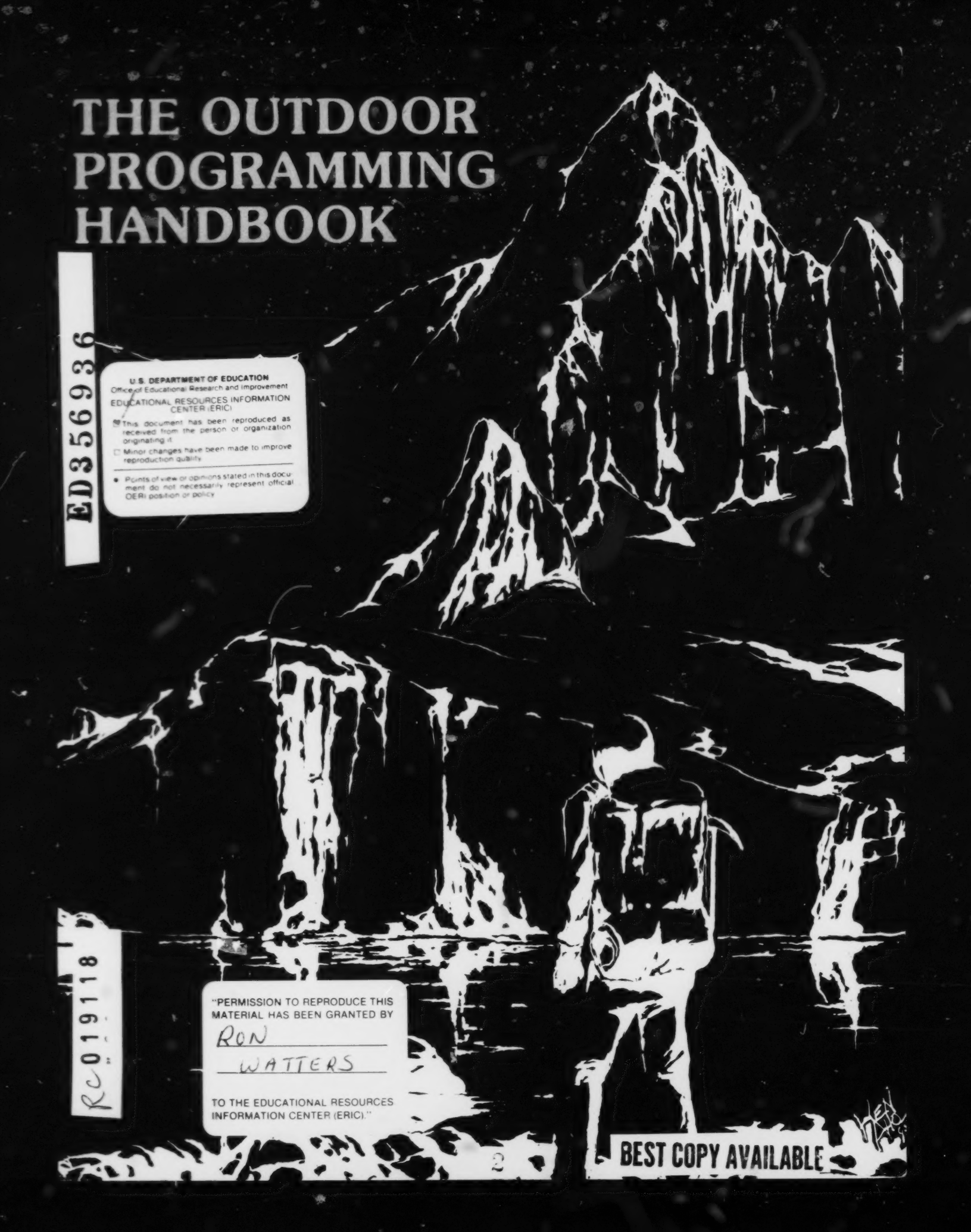
THE OUTDOOR PROGRAMMING HANDBOOK



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THE OUTDOOR PROGRAMMING HANDBOOK

by
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Supplemental information on military outdoor recreation was prepared by Russ Cargo, Outdoor Recreation Administrator, Headquarters U.S. Air Force

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INTRODUCTION

This manual has been prepared largely for adult outdoor recreation programs. Since my background is primarily from working in the college and university area, much of the emphasis within this handbook concerns student programs. However, those involved in other types of programs such as city, YMCA, church and military programs, should find it useful. The military has been making a rapid entrance into into the field, opening up many new job opportunities and Russ Cargo's chapter will be of interest to both those already working on military installations and those who are looking at the military for future employment.

This handbook is not meant to be the final word on the programming. Far from it. The nature of outdoor programming is in a state of constant flux. The 80's have brought in a new generation with needs different from the generation of the 60's and 70's. The coming decades, like the assurance of the passing of seasons, will bring in still newer generations with novel ideas and fresh approaches to new problems.

One need, however, remains the same. That is the need to return to primordial beginnings, to breath fresh air, to walk in the woods, to climb to the top of a peak, or--simply put--to enjoy the outdoors. No matter what generation, this basic need remains.

Besides providing individuals with the knowledge and tools to enjoy the outdoors, recreation programs help meet another need of people living in an increasingly technological society. The need as described by Jon Naisbitt in *Megatrends* is "high touch" or the opportunity for individuals to relate to one another in situations which are personal and humanizing. The structure of outdoor programs, with small groups of individuals coming together in tightly knit groups for a weekend, a week, or longer, is the perfect vehicle by which individuals can relate to each other on a personal level.

It's no wonder that despite tighter budgets in public agencies and higher education, the number of outdoor recreation programs continue to increase. I hesitate to use the verb flourish in relation to the growth of programs, since proper funding still lags and many are run largely by volunteers, but the fact remains that more numbers of programs exist now than in the ecomonic expansionalism years of the late 60's and early 70's. The spread and proliferation of progr as is due to a number of reasons; certainly chief among these reasons is that pa..icipants can partake in meaningful and satisfying experiences--the "high touch," if you will, of outdoor recreation programs.

A great variety of programs exist, each with its own unique brand of programming techniques. No one approach can be considered the right approach. Indeed, some readers will notice a sharp difference in opinion between Russ Cargo and me concerning certification. Despite different approaches, there are common pitfalls which, if avoided, can help smooth out the operation of a program. Part of the purpose of this manual is to identify some of these potential obstacles.

The other purpose is to provide a pragmatic overview of outdoor programming for program coordinators, administrators and outdoor program staff. Mostly this manual deals with the nuts and bolts of operating programs. Instead of discussing the generalities of budgets in the Budget Chapter, actual figures are suggested and a sample budget is put together. Other day-to-day topics are an integral part of the manual including promotion, evaluation, the hiring of staff, liability, sign-up sheet design, etc.

To avoid being one sided, I've tried to present a broad picture, referring when appropriate to others who have been writing about the field. Though the field is still young and written material is sparse, outdoor programming has generated more than its share of exciting and innovative thinking.

I am indebted to those many individuals who through the years have helped develop the outdoor recreation field. Particularly, I want to mention Harrison Hilbert who, fortunately for me, in a lapse of good hiring sense, gave me a job 16 summers ago. Others who influenced and shaped the profession are discussed in the history chapter. The roots of any profession are important to the understanding of its present day state. And, thus, roots will be where this manual begins.

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CHAPTER I

HISTORICAL PERSPECTIVES

To understand the changes that have occurred through the years with respect to outdoor recreation programming, it is helpful to go back in American history. Current day thought on outdoor recreation has its roots in western expansionism and the settling of the frontier. The American frontier presented a formidable challenge to the early settlers who attempted to clear lands and forge a living. The imposing hardships of untamed country, climate, and illness took a heavy toll. Those who weren't strong individuals either hardened to the demands or perished. It was this breed of "rugged individuals" and their sense of pride as the land was cultivated and towns and cities grew out of the wilderness, which provided the growing nation with a source of national character and strength.

As the wilderness, however, was pushed back farther and farther, American attitudes about wild country began to change. In the scholarly work, *Wilderness and the American Mind*, Roderick Nash looked closely at American attitudes to wilderness. Nash observes that prior to the 1890's

> . . . it was generally assumed that because the frontiersman was good, the wilderness, as his primary adversary, was bad--the villain of the national drama. But the growing perception that the frontier era was over prompted a reevaluation of the role of primitive conditions. Many Americans came to understand that wilderness was essential to pioneering: without wild country the concepts of frontier and pioneer were meaningless.[1]

This gradual change in national attitude from one of an adversarial view of wilderness to one of a beneficial view, was slow in coming, but came. Key individuals--Henry David Thoreau, John Muir, Aldo Leopold, Robert Marshall, among others--wrote and spoke of this changed attitude. Of these, probably no one expressed the value of wild country more fervently than John Muir, the founder of the Sierra Club. In the 1880's, Muir was the sounding board of the new climate. National strength no longer came from conquering the remnants of wilderness but from the enjoyment of the remaining wilderness. Like an ascetic, Muir went into the mountains with little more than the clothes on his back and hard bread and returned

to proclaim, "Climb the mountains and get their good tidings. Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop off like autumn leaves."[2]

With religious fervor and in his poetic writing style, Muir described the benefits of wild country, benefits that an individual could gain by travelling and spending time in the wilderness. Muir, thus, was describing the benefits of outdoor recreation in wild, unspoiled tracts of land. Indeed, he wasn't the first. The Romantics, with Thoreau chief among them, all spoke of the virtues of the enjoyment of nature and outdoor activity.

Muir's form of recreation was a highly individualized, personal, spiritual journey into the sanctuary of the wilderness. Not all Americans were as ambitious and dedicated to the enjoyment of the outdoors as Muir and choose rather to go into America's backcountry with friends and companions. It was natural that organized groups were not far behind the nation's changed perceptions. "The ending of the frontier," Nash states, "prompted many Americans to seek ways of retaining the influence of wilderness in modern civilization. The Boy Scout Movement was one answer."[3] Emphasizing outdoor activities and woodsmen's skills, the scouting organization rapidly became the largest youth organization in the country.

In 1892, Muir, with a group of other men who enjoyed recreating in California's outdoors, formed the Sierra Club. The club, which provided an organized means to help protect wilderness, was primarily formed for "exploring" and "enjoying" the Pacific Coast's mountains.[4] Other clubs came into existence, including the Appalachian Mountain Club (pre-dating the Sierra Club in 1876), Mazamas of Portland, Oregon (1894), Campfire Club (1897), and others.[5]

Thus, for many years from the late 1800's on, organized recreation activities were sponsored by clubs and youth organizations. Recreational activities sponsored by the clubs utilizing the outdoors were always perceived as clean and wholesome. In fact, the positive, healthful image of outdoor recreation was as close to America as the proverbial mother and apple pie. More than any well-known figure in American history, Theodore Roosevelt personified these values. Sickly as a young child, Roosevelt grew healthier with an active outdoor life, and he became the vigorous leader of a country rapidly assuming a place among the world powers.

In the early days of organized outdoor recreation, there was little concern about the philosophy of programming activities. Organization reflected current thought. The Boy Scouts, taking a mild militaristic slant, organized leadership of youth along a series of ranks, i.e., Tenderfoot, Second Class, First Class, etc. Club organizations also generally followed structured, regimented forms of organizing outdoor trips with designated leaders.

Eventually, one man was to appear on the scene and become the single most important influence on organized outdoor activities. It wasn't in the United States, but rather in Germany where this vitalization of ideas would originate. Kurt Hahn was born in the late 1800's to a Jewish family in Berlin. After suffering the injustices of the Hitler anti-Jewish Third Reich, Hahn fled to Scotland where he expanded upon his educational philosophy developed in Germany. Hahn's ideas were to provide a full-rounded education not only to help youth intellectually but also to

improve their overall quality of life. His system of education was one of learning by experiencing--by challenging both the mind and the body.

During the early part of World War II, German U-boats shocked the British by deft and masterful undersea warfare against British merchant and navy ships. As the tonnage figure mounted, so did the cost of lives. Even survivors after attacks, afloat in life rafts suffered heavy casualties in the struggle to reach safety. The toll was disproportionally heaviest among the young sailors. Those who notice such things in time of war began to wonder why. Was it because of the training that young sailors received? Deciding that, indeed, it was, the British explored methods to provide training which prepared them with the knowledge and ability to cope in a survival situation. Hahn, called upon to provide the training, developed month-long courses in which young British sailors were exposed to a variety of skills by actively learning to use small boats, conducting rescues, participating in physically demanding sports and carrying out a several-day expedition in a small boat. Hahn's form of training was a success. Sailors in survival situations were better prepared and, though the Germans continued sinking ships, more young survivors lived. Known as Outward Bound, the concept after the war became popular in Britain as a way of building character among its young people. The concept was soon being applied in land-based activities such as hiking and climbing.[6]

An American, Joshua Miner, who had become a convert of the Hahn school of thought, travelled to Britain and worked with Hahn. He returned and eventually with the help of Princeton friends launched Outward Bound in the United States. The first series of courses took place in Colorado, opening on June 16, 1962.[7]

The American adaptation to the Hahn's Outward Bound was held in wilderness areas in Colorado, Oregon, Maine, North Carolina and Minnesota. Courses consisted of distance runs, swimming in icy streams and lakes, ascents of mountains, long backpack trips. Students learned skills in first aid, map and compass, rock and snow climbing techniques, survival tactics, outdoor cooking, shelter building and other skills. Courses also included solos where individuals were isolated in a remote location and spent three days alone with only a few camping items. Like Hahn's, the courses ended with the final expedition where a group of students orienteered across a wild area and ended at a designated place on the map.

Outward Bound came at a time when America was going through one of its cyclic periods of change. It was no coincidence that Outward Bound grew rapidly during the turbulent 60's, an era of freedom marches, student protests, and peace rallies. To many youth who eagerly signed up for courses, the Outward Bound experience offered a back-to-nature alternative to their image of a chaotic and mad world. The syllogism was that since government and society were corrupt, the world of the outdoors, untouched by government and society, was good.

To other youth, with the image that was fostered in its promotional materials, Outward Bound offered an attractive challenge. Through the Outward Bound experience, young people would build character, find confidence in themselves, and better face the challenges when back in civilization. Some interpreted Outward Bound as a way of helping youth who had gone awry. And, in fact, Outward Bound techniques were applied to special juvenile delinquent programs. It was this character-building view of Outward Bound that sold the idea--not particularly to

youth craving an alternative to what they felt was a corrupt society, but to its sponsors who were donating more and more money to the organization.

At the Colorado Outward Bound School that first summer in 1962 were two personalities who would play separate, but important, roles in shaping future outdoor programming. Both were important names in American mountaineering: Paul Petzoldt, the tall, large, bear of a man that was one of America's early climbers in the Himalayan mountains, and Willi Unsoeld, the short, ebullient pioneer of the first ascent of the West Ridge of Everest during the successful American Everest Expedition.

Petzoldt, with a knack for sensing opportunity, started his own outdoor school in 1965 called the National Outdoor Leadership School (NOLS). Petzoldt set up NOLS as an instrument to train outdoor leaders and promote it as a new approach to the Outward Bound idea.[8] NOLS grew and became the second largest outdoor school, though total enrollments were still far less than several Outward Bound schools. After a number of years, Petzoldt became embroiled in controversy within NOLS and was removed from the board of directors. He went on to start still another school, Wilderness Education Association (WEA), which he claimed would provide certification programs for outdoor leaders. Certification, however, is a controversial topic and WEA, at this time, is far from gaining any widespread acceptance.

Willi Unsoeld went a different route. After spending time working as a Peace Corps director in Nepal, he joined Outward Bound and travelled about the country giving speeches and promoting Outward Bound. Outward Bound could not have found a better spokesman, for Unsoeld was a dynamic, charismatic speaker. Eventually Unsoeld became disenchanted with personalities in the higher levels of the organization and took a job with an experimental school in Washington, Evergreen College. With no departments, no faculty rank, no grades, no required courses, Evergreen was to the liberal-minded Unsoeld an educator's dream. Unsoeld taught year-long courses such as "Individual in America," utilizing wilderness recreation as a means to stimulate philosophical study and discussion.*

A few years earlier, Unsoeld had been a spokesman for Outward Bound, but his increasing popularity made him a spokesman for the whole wilderness recreation movement. More people than ever before were flocking to the mountains, rivers, and wilderness areas. His life, full of energy, changed tragically when his daughter, Devi, died while attempting to climb the Himalayan mountain, Nanda Devi, for which she was named. Two and a half years later, Unsoeld and a young student were caught and died in an avalanche while his party of Evergreen students were attempting a winter ascent of Mount Rainier.[9]

Long before Unsoeld's integration of wilderness recreation into the Evergreen College courses, outdoor programming had been occurring at other colleges and universities. For years, outing clubs such as the Dartmouth Outing Club, Harvard Mountaineering Club, Hoofers Outing Club, etc., had been established at colleges. The

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*Some of his classes became so unstructured that most of the class time was spent simply hammering out what students wanted to get out of the class. Some of his brightest students dropped out in frustration.

clubs were usually run with the help of a faculty advisor and club officers. Business meetings were held and plans made for club outings.

In the late sixties, college outdoor programming went a step beyond the club format. At another experimental school, Prescott College in Arizona, Roy Smith, a Colorado Outward Bound instructor, was hired. Under Smith's influence, the physical education program became oriented toward such wilderness outdoor activities as mountain rescue, whitewater kayaking, sailing, rafting, backpacking, etc. In the fall of 1968, Prescott offered to its freshmen a three week wilderness orientation before classes began. The three week course was similar in most respects to the standard Outward Bound course.[10]

An important diversion in college outdoor programming appeared at about the same time Prescott College began its series of wilderness skill classes. The catalyst was provided by Samuel McKinney. McKinney, who was the development officer at St. Helen's Hall, an Episcopal school in Portland, listened to a talk by Joshua Miner and became interested in the Outward Bound idea. Shortly after, the Northwest Outward Bound School opened in the summer of 1966.[11] McKinney applied for the job, but it was given to Bill Byrd, who possessed broader mountaineering experience. Undaunted, McKinney moved to Portland State and started organizing outdoor trips through the Student Union.

On one of those trips, McKinney and a group of students crammed into a pickup truck and drove across Oregon and Idaho to Wyoming, where they spent several delightful days in the Tetons. McKinney, in early spring of 1967, came to Eugene, Oregon, at the University of Oregon, to put on a slide show about the trip. His philosophy of outdoor programming came across as simply one that dispenses with spending a lot of time organizing, and puts the emphasis on getting out and doing things. McKinney explained that he had only two rules: The first one was that there were no rules, and the second was that women couldn't wear curlers on trips.

Among those in the audience enthralled with what McKinney was telling them were John Miles and Gary Grimm. Miles, who was working on post graduate work at the University of Oregon, had received his undergraduate degree from Dartmouth. A progeny of the Dartmouth Outing Club, Miles wanted to put together a program at the University of Oregon that would provide greater opportunities than presently existed. Grimm, interested in the same, was involved in an increasingly frustrating and eventually unsuccessful pursuit of a doctorate's degree in outdoor recreation, which at the time did not exist at the University of Oregon. What Grimm, Miles, and other friends eventually initiated at the university was a fairly simple system.* Announcements were posted in the Student Union concerning various outdoor trips that individuals were initiating. If students wanted to sign up for a trip, they could do so on a clipboard that was kept behind the Union's Information Desk. By the end of the first school year, 400 students had participated. A year later, 1000 students had participated. Grimm and Miles obviously were on to something.[12]

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*Grimm and Miles have differing memories of the sequences of events leading up to the formation of an outdoor program at the University of Oregon. This version is a composite of the two recollections.

What they were harnessing was a part of a national mood among the college generation of the late 60's. Though students participating in the frequent campus demonstrations were, according to polls, in a minority, their effect was that a majority of students were caught up in the strong current of a greater social consciousness. America was younger than it had ever been before. Forty million Americans were between the ages of 14 and 24, representing 20% of the population, double the number of youth at the start of the decade.[13] More than ever, the nation's youth were enrolling in colleges and universities. In the mid 40's about 15% college-age Americans enrolled; by 1965, 40% enrolled, representing 5 million students. By 1969, enrollment rose to 6.7 million.[14]

The sheer numbers and peer pressure at the time to "become involved" created a large pool of students who readily embraced the ideas of the young outdoor program. From this pool, Miles and Grimm found that students were eager to organize trips as well as take them. Students were willing to set up slide shows, organize symposiums, and without hesitation, protest degradation of the environment.

According to Miles, "the reason that outdoor clubs faded and outdoor programs grew had a lot to do with our emphasis on participant responsibility. We minimized rules and regulations and maximized cooperation. It was a program of openness and sharing."[15] The late 60's were an opportune time for any program in which participants played a key role in its direction and organization. It was doubtful that the emerging outdoor program would have met with the same success, or worked at all, in the quiet, conformist mood of the 50's.

Another phenomena of the late 60's also contributed to the early success of outdoor programs. That was money. Before runaway inflation and increasing unemployment in the 70's and early 80's, the "now" generation was basking in the prosperity of the late Johnsonian years. Never before had the younger generation had so much wealth. Over 25 billion dollars a year was spent by teenagers in the late 60's.[16]

Although most students who participated in outdoor program activities in those days were not wealthy, a high proportion came from middle or upper-middle class families. Many of them had stereos, owned their own vehicles, and had enough money to pay for gas to go on trips posted on the bulletin board in the University of Oregon's Erb Memorial Union.

In 1968, Dick Reynolds, the director of Erb Memorial Union, asked for proposals to set up an outdoor program on a more formal basis. Grimm's proposal was accepted and in the 1968-69 school year, he started on a $3,000 annual salary. Next year, the salary was $5,000, and the third year, Reynolds, embarrassed that Grimm was working full time as well as weekends on a half-time salary, brought the salary more in line with full time status.[17]

In the meantime, John Miles had left Oregon and as Assistant Director of Student Activities started an outdoor program at Western Washington University in Bellingham. In the spring of 1969, Miles invited individuals involved in outdoor programs to a conference to be held camping and kayaking in the San Juan Islands of northwest Washington. Grimm and McKinney were there, as well as Harrison "H" Hilbert and Ernie Naftzger from Idaho State University.

It was a memorable conference in the formative, innocent years of outdoor programming. Grimm remembers it as the ideal circumstances for outdoor program professionals to conduct a conference--outdoors with good companions and beautiful surroundings. The weather was crystal clear. Stories of trips were told around the campfire far into the evening. Miles remembers that at dawn the group, still awake and still deeply involved in conversation, were captivated by the sunrise backlighting the looming figure of Mt. Baker in the east.

A share of the time was taken up by the usual frolic at such events. McKinney was an advocate of playing "new" games--holding hands, prancing in circles, rolling down hills and other types of friendly, personal contact contests. Grimm had an aversion to the games and stayed away. McKinney could never understand why Grimm didn't like them. Miles, however, knew why. Rolling down a hill in one of the games, Miles smashed his head, knocking himself senseless for a time.[18] Hilbert and Naftzger returned to Pocatello, and early in the summer of 1970, Naftzger, director of the Program Board, freed up funds from an unfulfilled position and hired Hilbert.[19] Other colleges and universities picked up on the idea and started programs.

The programs set up by Grimm, Miles, Hilbert, and other colleges differed from outing clubs and Outward Bound-type school in two key areas. First, an area already touched upon, the program's activities were largely initiated by the participants. Outdoor program directors such as Grimm and Hilbert provided a resource center and program guidance from year to year, but depended upon participants to help provide the energy and ideas to keep program activities going. Any participant "who wished to share ideas, transportation or companionship for a wilderness adventure" could post a sign up sheet.[20] There were no approved or designated leaders. Anyone was welcome to post a sign up sheet and initiate a trip. The trip board where sign up sheets were posted was a means of allowing people with similar interests to get together and go on trips together.

The second key difference, leadership of trips, was accomplished by a democratic means. Weight was given to those who had more experience, but the final decision on any matter concerning the group was made through a democratic process.

This style of outdoor programming was eventually called common adventurism. The term, common adventurer, was a legal term that was turned up by one of Grimm's student employees, Richard Wyman.[21] Wyman, who was attending law school at the University of Oregon, prepared several papers for Grimm concerning the liability risks of common adventure programs. According to Lyman's research, the liability was low.

During the late 60's and early 70's, Grimm, a contemplative man with silver-streaked hair and wire-rimmed glasses, wrote and spoke passionately of the common adventurer concept. In a 1970 paper, Grimm drew upon ideas of B. F. Skinner, an education theorist, who advocated the use of positive reinforcement in education rather than "aversive" or disciplinary means. "At the University of Oregon, the Outdoor Program operation revolves around the idea of promoting positive reinforcements whenever possible in every natural outdoor setting."[22]

The idea of leaderless trips was the most radical departure from prior forms of organized outdoor recreational programming. In a 1973 paper, Grimm and Hilbert

put it this way: "Leaders do not have to make decisions for others, nor is there a need for set decision making procedures in outdoor program activities. Everyone expresses his opinion and decisions are made which satisfy all members of a group."[23] The story is told of Grimm and Hilbert on a winter trip in Teton National Park. Grimm had taken along dogs. Dogs are now forbidden on winter trips in the Tetons, but at the time, there was no clear-cut policy. One of the rangers, seeing the dog tracks and deciding that he would investigate, followed the tracks on a snowmobile. After much trepidation, which included a close call when his snowmobile broke through the ice of a lake, the ranger eventually reached the group. "Who's in charge here?" the ranger demanded. "No one," someone replied. "There are no leaders in this group." Grimm and Hilbert weren't around at the time but members of their party, quite serious in their remarks, were mirroring the Grimm/Hilbert philosophy of leaderless groups. The ranger, no doubt taking it as an impertinence and unable to issue a citation, left in a foul mood.[24]

"By the 1970's," Nash writes, "a wilderness recreation boom of unprecedented proportions was in full stride."[25] Contributing largely to this boom were the various types of outdoor programs--clubs, Outward Bound schools, college programs. Suddenly, wilderness, a refuge from urban life and a place of solitude, had become crowded. "Ironically," Nash observes, "the very increase in appreciation of wilderness threatened to prove its undoing. Having made extraordinary gains in the public's estimation in the last century, wilderness could well be loved out of existence in the next."[26]

To cut down on the impact on wilderness, nearly all types of outdoor programs and schools began to encourage minimal impact camping techniques. The use of gas stoves, the avoidance of heavily used campsites, carrying out human waste on rivers, and so on, helped greatly in minimizing the impact of the great numbers of wilderness users.

Even minimal impact techniques, however, didn't solve overcrowding problems. To tackle this thorny problem, public land agencies stepped in and started regulating use--limiting use in certain areas and even holding lotteries on popular rivers in which the lucky ones were picked out of a hat. How that use was allocated between commercial(for profit) users and non-commercial users quickly developed into a heated polemic. College outdoor programs, with Grimm in the lead, excoriated commercial rafting outfitting for courting public land agencies and politicians and receiving an unproportionally high percentage of user days. Though tempers have cooled and other organizations* have taken on the task of challenging allocations, the controversy still smolders.

In spite of the fact of the differences that do exist between outdoor programs, all have one common denominator--risk. Some form of risk is involved in nearly all outdoor recreation. Leamer, Unsoeld's biographer, compared outdoor programs' use of risk to the use of dictionaries, computers, or microscopes in other disciplines. The fact that such activities as mountaineering and whitewater rafting

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*Examples of other organizations working for equitable allocations include the Wilderness Rights Fund and Organization for River Sports.

are risky is part of the attraction that draws people to the activity in the first place. Unsoeld succinctly explained that "it has to be real enough to kill you."[27]

The fact that participants can be injured and die while involved in outdoor recreational programs creates a difficult dilemma. On one hand, programs must run activities with a reasonable degree of safety. No shoddy program is likely to survive the public censorship if it is responsible for a rash of preventable injuries and deaths. On the other hand, a program can't take all the risk out of an activity. The appeal and benefits that the participant gains from the activity diminishes as the risk is removed. Imagine hiking into the Grand Canyon with a chain-link fence erected alongside of the switchbacking trails to prevent falls. To be perfectly safe, an outdoor recreation program simply could not do much of anything outdoors.

Because accidents have occurred and will continue to occur, there is no question that the legal profession will continue to play a role in shaping the character of outdoor programming. The legal profession's impact has been felt for some time. Presently many schools or other agencies are without opportunities for outdoor recreation because of a national paranoia of liability whose grip on administrators is so widespread that at times it has seemed to reach epidemic proportions. The benefits for many individuals who could have participated in such programs are thus denied. There is always some degree of risk in any outdoor activity ,even one as innocuous as hiking down the Bright Angel Trail in the Grand Canyon.[28]

Unnerving as the thought is, outdoor programming will be influenced by attorneys, who largely have no interest in the viability of the outdoor recreation movement other than their percentage of monetary damages in litigation. Courts, however, do not operate in a vacuum of public opinion. Public opinion can be influenced by diligent individuals who, by use of the media, carefully and thoughtfully present a fair message of the risks and values of outdoor recreation.

What must be done, and what remains a great challenge to professionals in the outdoor field, is to reach a better understanding of what constitutes acceptable risks in outdoor programming and articulate that to the general public. If professionals fail to do so, the courts will surely undertake the task without their assistance.

ENDNOTES

[1] Roderick Nash, *Wilderness and the American Mind* (New Haven: Yale University Press, 1976, rev. ed.), p. 145.

[2] John Muir, *The Wilderness World of John Muir*, ed. Edwin Way Teale (Boston: Houghton Mifflin Company, 1976), p. 311.

[3] Nash, p. 147.

[4] Nash, p. 132.

[5] Nash, p. 154.

[6] Joshua L. Miner and Joe Boldt, *Outward Bound USA: Learning Through Experience in Adventure-Based Education* (New York: William Morrow and Company, Inc., 1981), pp. 30-33.

[7] Miner, p. 97.

[8] Paul Petzoldt, *The Wilderness Handbook* (New York: W. W. Norton & Company, Inc., 1974), p. 13.

[9] Laurence Leamer, *Ascent: The Spiritual and Physical Quest of Willi Unsoeld* (New York: Simon and Shuster, 1982).

[10] Miner, pp. 306-308.

[11] Miner, p. 162.

[12] Interviews with author, October 10, 1984 and October 15, 1984.

[13] William Manchester, *The Glory and the Dream* (Boston: Little Brown and Company, 1974), p. 1169.

[14] Manchester, p. 1095.

[15] Interview with author, October 15, 1984.

[16] Manchester, p. 1101.

[17] Interview, October 10, 1984.

[18] Interviews with author, October 12, 1984 and October 15, 1984.

[19] Interview with author, November 20, 1983.

[20] Gary O. Grimm and Harrison H. Hilbert, "An Operational Definition and Description of College Outdoor Programs" (Pocatello: Idaho State University, 1973), p. 8.

[21] Richard A. Wyman, "A Memorandum Regarding the Tort Liability of Self-Directing University Outdoor Wilderness Programs" (Eugene: University of Oregon Outdoor Program, 1972), p. 47.

[22] Gary O. Grimm, "Union Outward Bound: An Educational Experience" (Eugene: University of Oregon, 1970), p. 4.

[23] Grimm and Hilbert, "Operational Definition," pp. 5-6.

[24] Interviews with author.

[25] Nash, p. 263.

[26] Nash, p. 264.

[27] Leamer, p. 328.

[28] The book *Mountains Without Handrails*, by Joseph L. Sax, explores the problems of overdevelopment in national parks and a plan to remedy existing conflicts. (Ann Arbor: University of Michigan Press, 1980).

CHAPTER II

APPROACHES TO OUTDOOR PROGRAMMING: FOUR MODELS

The total outdoor programming picture is made up of different types and styles of programs. A variety of factors and needs--from geographical limitations to availability of funding--dictate the programming approach eventually adopted by a particular program. Even then outdoor activity programs are constantly evolving, changing with the tempo of the times and needs of participants. The discussion which follows breaks programs into several models. By categorizing and labeling, it will be easier to make comparisons both philosophically and functionally. However, while some programs may exclusively embrace one model, others will embrace a blend of two or more models.

Club Model

Clubs are the oldest form of organized outdoor recreation programming. While great differences exist from club to club, the basic format consists of some type of club constitution or organization by-laws, officers to provide overall leadership, membership requirements, and usually the payment of a yearly membership fee. Some clubs may be restrictive in their membership. For instance, the American Alpine Club is limited to those who can demonstrate, by listing various climbs and expeditions, solid mountaineering experience. Additionally, they must be duly recommended by existing members. Others, like American Whitewater Affiliation, simply accept anyone who puts down his/her membership fee.

Outing clubs organized on college campuses are common, with the older, well-established eastern institutions having clubs that go back many years. Dartmouth Outing Club, Harvard Mountaineering Club, and Hoosier Outing Club are a few examples. It is difficult to pin down the number of collegiate outing clubs since some clubs come and go from year to year. One survey conducted on college outdoor programs in the Pacific Northwest found that approximately 15% of the programs surveyed were of the club format.[1] It is likely that the percentage is higher among midwestern and eastern universities where they typically have more clubs and they have been around a longer period.

Some non-collegiate clubs, as was discussed in the previous chapter, date back to the late 1800's and have had long traditions of providing organized trips and outings for members. A number of these clubs, Sierra Club, Wilderness Society, and Audubon, have also taken active roles in trying to preserve important parts of American wilderness and wildlife habitats. The Sierra Club is so identified with its environmental activism role that many do not realize that the club places equal importance on providing outdoor recreation opportunities, as evidenced by its preponderance of outings offered each year.[2]

As long as a club has energetic leaders and/or advisors, it can be successful in providing enjoyable and fulfilling experiences for its membership. If, however, strong leadership is lacking, clubs often limp along providing little if any benefits. Criticism of the club approach also centers around its structure. Grimm complained that "most of the old outdoor clubs, furthermore, which have been around for twenty years or so are so traditionally regimented and organized that many positive reinforcers ordinarily available to a group on an outing are negated by administrative authority or artificial rating systems, or awkward, inefficient, and sometimes damaging teaching techniques."[3]

As far as liability is concerned, collegiate clubs are not immune. Blaesing, in an article in *Student Activities Programming*, compared several types of outdoor programs including cooperative programs, outing clubs, "canned" programs, credit courses, and commercial programs. He suggested that clubs have some liability but not nearly as much as commercial programs.[4]

Although little legal precedent exists, some or all of the following general points may be areas in which clubs may increase their liability:

1. The sponsoring institution may have input into various activities run by the club, thus increasing its liability by *in loco parentis*.

2. The expenses of trip leaders may be paid by participant fees, thus obligating the club to a greater duty to its members.

3. Participants on club trips may have little or no role in planning and organizational duties, these tasks being handled by club officers or trip leaders, thus increasing dependence of participants on trip leaders.

Instructional/School Model

This approach to outdoor programming is the familiar situation where a designated instructor or professor teaches a group of students. Some form of informal instruction in club organizations has existed for many years, but formalized approaches in universities, public schools and commercial outdoor schools are a more recent phenomenon. (See Historical Perspectives Chapter.)

Examples of commercial and non-profit outdoor schools include Outward Bound (with its several regional locations), National Outdoor Leadership School (based in Lander, WY), Wilderness Education Association (based in Driggs, ID), American Avalanche Institute (based in Wilson, WY), and the list goes on and on.

Some of the schools, i.e. American Avalanche Institute, concentrate on particular topic areas. Other schools are more general, like Outward Bound, and provide instruction in a variety of outdoor skills.

On the college and university level, this model is found in a number of schools in which classes are offered for credit in outdoor activities. Physical education or recreation departments may offer a class or two in such activities as backpacking, cross-country skiing, etc. On the other hand, other schools, such as Washington State at Chaney, offer an entire degree program of an extensive series of classes in outdoor recreation leadership.

Another form of educational/school model is non-academic workshops and clinics offered by outdoor recreation programs on college campuses. The workshops and clinics are not offered for credit, but the instructor-student structure is present and thus fits this model.

Packaged/Guided Model

Guided trips are available from a great variety of companies. These trips may include guided adventures down wild rivers, guided climbs of notable peaks such as McKinley, Rainier, or Grand Teton, guided backcountry ski hut tours, guided canoe trips through the Boundary Waters, etc. Guide companies range from Rocky Mountain River Tours, a small family owned outfit which guides 6-day trips down Idaho's Middle Fork of the Salmon, to the corporately owned Sobek, a large guide and booking operation that publishes a glossy, four-color book with guided adventures available to all corners of the world. Another company, Return to the Earth Travel Associates, offers a variety of alternative trips. One example is a journey to west Africa to visit witch doctors and voodoo priests.[5] There is some overlap between the guided model and instructional model. Some companies, such as Nantahala Outdoor Center in Brycan City, North Carolina, offer both purely guided trips as well as special classes and clinics which are highly educational.

The guided trip model is also found on the university level and in other publicly funded recreation programs. Some outdoor programs advertise and run "packaged" trips. For a certain sum of money, for instance, participants can sign up and go on a backpacking trip to the White Mountains. Transportation and food are provided as well as a person who will be leader and guide the party. For the purposes of this paper, this form of a guided trip will be termed "packaged trip." Other authors have used different terms. Greg Blaesing in his article, "A Continuum of Outdoor Program Delivery Systems," called it "canned programs".[6] Tom Whittaker referred to it as "travel club programs"[7]. The characteristic of a packaged trip is the payment of a fee for a guided venture. The fee is paid for the purpose of participating in a recreational trip as opposed to being a pupil in an educational class.

Survival Model

This approach to outdoor programming is more of a sub category of the instructional/school model or adaptations of other models. Since it receives notoriety,

through such diverse media forms as the movie *Deliverance*, it is worth some discussion.

In the survival model participants are exposed to some pre-planned stress, namely surviving and living off the land for a period of time with limited tools of civilization. A survival program, which was developed by Larry Dean Olsen at Brigham Young University in Utah, placed students in a desert environment. With knife, a few matches and little more than the clothes on their backs, participants constructed snares and traps, ate edible plants, and slept in shelters improvised from natural materials.

The intended result of survival programs is to increase a person's outdoor and woodsman skills. Some survival proponents submit that from the confidence gained by overcoming natural obstacles a person increases his/her ability to cope with life's stress. Indeed, this same sort of socio-psychological self-improvement argument has been advanced for other outdoor programming models, Outward Bound chief among them. Olsen says, in his book, *Outdoor Survival Skills*, that "in survival I can rise above and establish priorities which not only insure my survival but grant me the added qualities of confidence and serenity as I attempt to exist in my environment. Even when the going gets tough and death becomes a grim possibility, that confidence and serenity never leave; thus struggles become challenges and my mind is better able to function without fear or panic."[8]

Some outdoor programming professionals find such thinking alarming. In fact, the survival approach to outdoor education is nearly as controversial as certification. Some argue that the capricious nature of wilderness and its potential risks are enough of a challenge without adding artificially imposed risks. Others argue that participants in such programs are exposed to a negative form of experimental education, rather than positive. One of the positive aspects of wilderness recreation is the appreciation of nature. How can a person in a survival program--the question is posed--appreciate a sharp-tailed grouse or a deer in a meadow when they are thought of only as a potential meal for an aching stomach?

Common Adventure Model

The common adventure form of outdoor programming has already been discussed to some degree in the previous chapter. In its purest form common adventurism is a group of individuals who get together, share expenses, and go on a trip. No one is paid to lead them. Decisions are made by a friendly "give and take" process among the group. Common adventure trips do not require a sponsoring institution or agency. In fact, common adventure trips had been going on long before institutions started sponsoring them in the late 60's. It happens over and over when two or more friends travel off together and go skiing, hiking, canoeing, or partake in any other outdoor activity.

When a common adventure trip program is part of an offering of an outdoor program, it consists of several elements. An announcement of the trip usually is done by means of a sign up sheet with information on where the trip is going, how difficult it is, what the dates of the trip are, etc. This sheet is posted by a "trip initiator," the person who came up with the idea and who would like to have some

company with him/her. The "trip initiator" is not the same as a "trip leader." The initiator simply gets the trip started. Leadership of common adventure trips is handled by democratic processes among the group. Before the trip goes out, a pre-trip meeting is usually held in which the participants discuss the trip, figure out what group equipment is needed and make other plans. While the trip is underway, everyone pays equally--sharing the gas expenses for vehicles, sharing food expenses and sharing any other group expense, such as campsite fees, group rental equipment, etc. No one is paid by group funds to be a guide, nor does anyone go free because he/she organized the trip.

The philosophical foundations of the common adventure model have been discussed in connection with its historical development in the previous chapter. Various individuals--Grimm, Hilbert, Simmons, Whittaker, Blaesing, and Mason--have described the concept. Bruce Mason, who assumed Grimm's position after Grimm left the University of Oregon to go into the multi-imagery slide show business, describes four elements of the philosophic foundation of common adventure outdoor programs: instructional, economic, participatory, and administrative.[9] Instructional philosophy includes the use of "positive reinforcement" where those sharing knowledge act as "peers" rather than "highly advanced instructors rationing out their knowledge." Participants in common adventure programs decide what and how fast they will learn rather than the instructor making those judgements. According to Mason, the instructor serves as a resource person, minimizing wordy explanations and maximizing the actual "doing" of the activity. Participants learn by doing and experiencing the activity rather than sitting in classrooms. After learning new skills, participants, in turn, become resource people who share their new skills and knowledge with others.

Mason's second element, economic philosophy, is the provision of "maximum access to the wilderness and wilderness pursuits at the lowest expense possible for both the individuals and the institution." By use of volunteer instructors who share their skills and knowledge without pay and by the sharing of trip expenses, the costs to participants are smaller than in any other outdoor programming model. The costs to the institution are also small, since the "outdoor program budget goes for operating and administrative expenses, not for the actual trips."

The third element of Mason's philosophical foundations is an open participation policy in which there are no membership, age, sex, race, student or economic requirements. Some individuals, who coordinate common adventure programs, may take issue with Mason's open age, pointing to a basic common adventure assumption that all individuals understand and participate fully in the process. From a pragmatic point of view, those under the legal age of consent have been repeatedly interpreted by the courts as not having the same capabilities of understanding as adults.

Mason's last philosophical foundation is administrative. Among the several areas covered by Mason is the role of the coordinator of the program. The coordinator is a "facilitator rather than a director, in a supportive rather than an authoritarian role." The coordinator does not "lead" trips. "He is free to take out any trips he wishes to, but this is done as a program participant, rather than as the coordinator."

The common adventure model has generated its share of criticism. It is interesting, however, to note that to date little information concerning the model can

be found in outdoor programming literature. Arguments directed at the concept largely occur at conferences and discussions among professionals. Moreover, the idea of democratic leaderships of trips, a central concept in the model, is debated in wider circles than outdoor professional gatherings. Expeditionary mountaineers, river runners, explorers and even the military debate the pros and cons of how leadership should be structured.*

The idea of shared learning is also criticized. Many feel that common adventure learning is slow, disorganized and not effective. A well-organized, designated instructor, it is claimed, with a structured teaching approach can be far more effective in teaching individuals outdoor skills.

Another argument is that there are no checks and balances for the unsafe, ego-motivated individual who puts up sign-up sheets. Such individuals could place people who sign up for trips in dangerous predicaments. Common adventure advocates counter by saying that ego-trip initiators just don't survive. Common sense among those on the trip and group processes quickly identify such people. Those in common adventure programs report no major problems because of such individuals, and they add that such individuals are just as likely to show up in other forms of programming.

In actual practice, various modifications are often made to help stimulate common adventurism. Jim Rennie, from the University of Idaho, pointed some of these out in a paper titled the "Uncommon Adventure," presented at the 1984 Conference on Outdoor Recreation.[10] In his paper, he lists various means which are used to help stimulate trips, including using paid staff to initiate trips, or offering trip initiators free rental equipment. Though these modifications are not necessarily wrong, Rennie feels that it is important for programs to recognize that in practice common adventure trips often differ from their philosophically pure form. How much they differ can be illustrated by the use of a continuum, but first a summary.

Summary of Models

The chart on the next page summarizes the essential elements found in each of the four outdoor programming models:

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*Many World War II GI's would agree that their collective dislike of General Douglas MacArthur was due to his authoritarian form of leadership. Indeed, it is possible that attitudes of the GI's, a completely different breed from World War I soldiers, and their dislike of authoritarian leadership were later echoed by their babyboom sons and daughters through the common adventuring form of outdoor leadership. Nevertheless, opponents argue that lack of a designated, experienced leader is unsafe.

APPROACHES

MODEL	ESSENTIAL ELEMENTS	EXAMPLES
Club	Club constitution or organization guidelines. Officers to provide leadership. Membership requirements, usually dues.	Harvard Outing Club Dartmouth Outing Club Sierra Club
Instructional/ School	Designated instructor or professor teaches a class, workshop, or clinic. Classes either offered free or fees or tuition charged.	Outward Bound National Outdoor Leadership School Washington State-- Chaney Outdoor Rec. Leadership Curriculum
Guided/ packaged	Designated guides lead guests or clients on trips. Trips either offered free or fees charged.	Rocky Mt. River Tours Sobek Mountain Travel
Common Adventure	No designated leader. Trip expenses are shared by all participants.	Univ. of Oregon Outdoor Program

Defining Models by Use of a Continuum

Outdoor programming models, like models in other disciplines, cannot easily be defined in neat packages. Each model exists in different forms. Yet each identifies with one particular approach. For instance, Rennie has described relative degrees of common adventurism. The same is true for clubs, instructional programs, etc. To help show the differences between the different models, Blaesing used a continuum.[11]

Blaesing's continuum was based on the structure of trips--either participant initiated or organizationally initiated. For the purpose of this discussion, the following continuum will be utilized which resembles Blaesing's, but has been modified to represent a closer picture of the models described within this chapter.

APPROACHES

Increasing amount of organizational control ------->

Participant originated			Organization originated
Common Adventurer Programs	Clubs	Instructional/ School	Guided/ Packaged

Continuum of Outdoor Programming Models

Common adventure programs* are placed on the far left hand side of the continuum representing participant or largely participant originated trips. However, as Rennie has pointed out, pure common adventure approaches are rare and the sponsoring program may provide incentives to encourage trips and activities. Common adventure programs, thus, may have several degrees of increasing organizational control.

Club outdoor activity programs are placed to the right of common adventuring. Some clubs run trips which organizationally are very similar to common adventure trips, i.e. trips initiated by club members and everyone on the trip shares the trip expenses. Blaesing places this type of club into a separate category which he calls "coordinated outing clubs." As more control is placed on the club trips by the club leadership or school advisor, its level on the continuum moves to the right, towards more organizational control.

The instructional/school model is the next to the right on the continuum. In the instructional model, a teacher or leader is designated by the sponsoring organization. It is his or her duty to organize or help organize learning sessions and trips. If the instructor includes students in the organization process the school would be located more to the left than a school in which an instructor did all the planning.

The right side of the continuum is occupied by the guided/packaged model which in some situations has total organizational control of activities. Many western United States river guides do all the cooking, cleaning and running of rafts. The guests or "dudes" simply sit and go for the ride. Other guide operations invite more participant involvement which would place such operations more to the left on the continuum.

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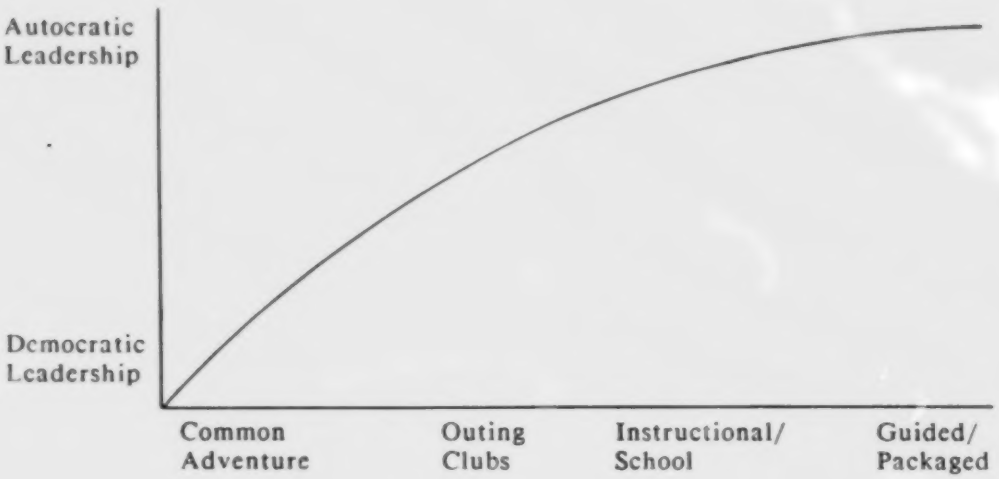
*Instead of the term "common adventure," Blaesing uses "Cooperative Wilderness Adventure."

Two Dimensional Approach Model

Blaesing's continuum can be expanded to a two dimensional scale to make additional comparisons between models. Each comparison is based on an isolated component which is common to all.

The first component is leadership:

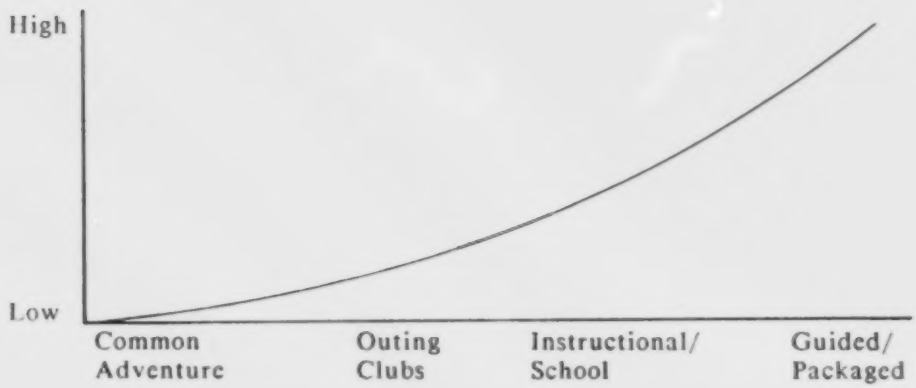


Graph #1:
Relationship between leadership approaches and different types of outdoor programming models.

Graph #1 shows that with increasing organizational structure, trip leadership tends to become more autocratic. Such a trend is only logical. The greater the role of the sponsoring organization, the less input participants have in the process. A totally democratic trip is one in which all trip participants have equal voice in all trip stages from trip initiation to post-trip activities. The total democratic trip is the purest form of common adventure. In practice, it is difficult to attain since some trip members may play varying roles of lesser or greater amounts of participation.

One should also remember that the different models overlap. No clear cut boundary can be established between them. Some club approaches to trips may be less autocratic than some common adventure trips or some instructional trips may be less autocratic than clubs approaches, and so on.

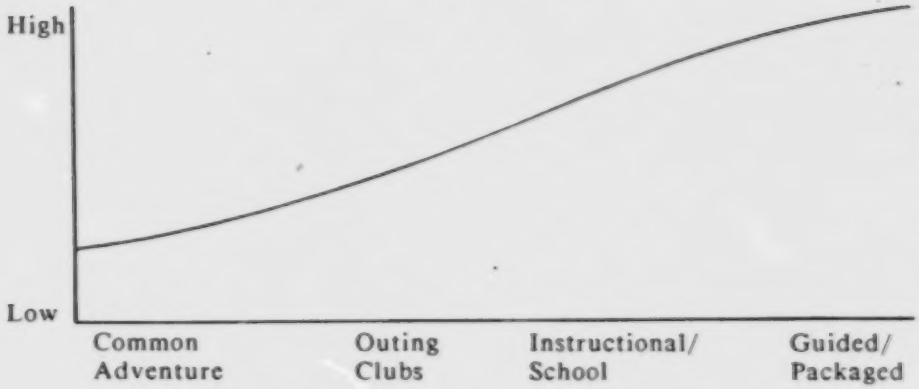
Cost is the second component which can be compared:



Graph #2:
Relationship of cost to the different types of outdoor programming models.

As is expected, cost increases with increased organizational structure. Guided trips, because they are a commercial enterprise designed in most situations to create a profit for the owners, are obviously the most costly type of trip. It should be noted that, although the trend represented on the graph is accurate, exceptions exist. For instance, someone may offer his/her teaching services on a volunteer basis, and a trip in the instructional/school model may be less expensive than a common adventure trip. For the sake of simplification, these exceptions are left out.

The last element which will be compared is liability:



Very few court cases are available to serve to document the above graph, but based on work by Wyman, Soule, Carter and others[12] the trend, at least in theory, is supported. Liability, as portrayed, increases with greater organizational control. The greater the control, the higher the standard of care expected by the participant. This assumes that the individuals participating are adults. Liability becomes more complicated when children are participants. With children, liability may show little difference among the different models. For more information, see the Liability Chapter.

Blending Models

Besides the different degrees of each of the models represented on a continuum, programs often blend two or more models in an activity offering. For instance, the University of Montana has a common adventure trip program which involves a significant number of students each year. Yet, they also have a number of packaged trips with a designated guide or leader that are attended equally as well as the common adventure program. Some students prefer the self initiated common adventure trip, while others prefer the security of a designated leader and a set cost for the trip.

As another example, Idaho State University has an extensive common adventure trip program, but it is supplemented with an instructional program. The instructional program consists of a variety of classes and workshops--many available for credit. Depending on location and the population it serves, a program may provide the best activity offering by incorporating one or more models. It is a matter of constant evaluation and of willingness to meet the changing needs of its participants.

CHAPTER NOTES

[1]Craig Rademacher. "A Survey of the Role (Function) of College and University Affiliated Outdoor Programs in the Pacific Northwest," Research paper, Eastern Washington University, May 1983.

[2]*Sierra*, the Sierra Club's bimonthly magazine, at least once a year runs a multi-page listing of club trips.

[3]Gary O. Grimm, "Union Outward Bound: An Educational Experiment," Paper presented at Association of College Unions-International, Houston, Texas, March 22-25, 1970, p. 4.

[4]Greg Blaesing, "A Continuum of Outdoor Program Delivery Systems," in *Student Activities Programming*, August/September 1977, p. 47.

[5]Newsletter of Return to the Earth Travel Associates, 38 Miller Ave., Mill Valley, CA 94941, Spring 1983.

[6]Blaesing, p. 47.

[7]Tom Whittaker, "Outdoor Adventures: Worth the Risk?" in *Student Activities Programming*, April 1981, p. 48.

[8]Larry Dean Olsen, *Outdoor Survival Skills* (New York: Pocket Books, 1976), p. 20.

[9]Bruce Mason, "College Outdoor Programs: An Alternative to Traditional Outdoor Recreation," (Eugene, Oregon: University of Oregon Outdoor Program, paper, n.d.), pp. 3-11.

[10]Jim Rennie, "An Uncommon Adventure" in *Proceedings of the 1984 Conference on Outdoor Recreation*, John C. Miles and Ron Watters, eds. (Pocatello, Idaho: Idaho State University Press 1984; Conference on Outdoor Recreation Steering Committee, 1985), p. 81.

[11]Blaesing, p. 47.

[12]Theoretical work which tends to back up the basic assumptions of the liability curve include the following references: Richard A. Wyman, "A Memorandum Regarding the Tort Liability of Self Directing University Outdoor Wilderness Programs" (Eugene, Oregon: University of Oregon Outdoor Program, Paper, 1972). Wyman was the first to identify the applicability of the "joint enterprise" or "common adventure" defense in university outdoor program liability cases. He based his arguments on 6 Am. Jur. 2d, "Associations and Clubs", section 32 and *Murphy vs. Hutze* 27 Fed Supp 473 (1939).

Additional sources which lend support to the liability curve include:

Matthew Soule, "Tort Liability and the University of Oregon Outdoor Program," (Eugene, Oregon: University of Oregon Program, paper, 1981), greatly expanded on Wyman's work.

Jonathan Carter, "Memorandum in Support of Motion for Summary Judgement," *Sheila Walsh vs. Idaho State University*, ASISU Outdoor Program, December 1983. Carter, an attorney, used additional common adventure legal arguments which resulted in a judgement favorable to the sponsoring institution in litigation involving a common adventure trip.

Others who have suggested this same relationship include Improta (in *Proceedings* above), Whittaker and Blaesing.

CHAPTER III

DEFINING GOALS AND OBJECTIVES

Any outdoor recreation program should have a clearly defined set of goals and objectives. What is the purpose of the program? Is the primary purpose of the program to provide purely recreational offerings? Or is its purpose to provide outdoor education? Does it provide services for the community as well as those primarily served by the sponsoring entity? Does it provide an outdoor resource center?

Not only is writing a goal statement for a program not an easy task, but it is something that is always in flux with refinements having to be made from time to time as a program changes. The process, however, of sitting down and taking the time to determine goals is an important exercise for an outdoor program director to help crystallize in his/her mind the program's direction. With a goal statement--an idea of what is to be accomplished--it becomes easier to formulate a plan of action of how to run the program.

Goals and Social Utility

A particular program's goals can have far reaching implications. Don Burnett, an attorney who represented an outdoor activities program in litigation involving a fatal accident during a therapeutic survival trip, recommends that "each outdoor recreation program should have a clearly articulated objective. The extent for which the law imposes a duty of care upon the planners and suppliers of recreational services is determined, in large measure, by a weighing of the risk of harm against the social utility of the activity involved. If the objective sought to be accomplished cannot be plainly and clearly stated, then the perceived utility of the activity will be diminished."[1]

Thus, it is important to design program goals which would be perceived by the public to be reasonable and beneficial to society. In the therapeutic survival program Burnett represented, the planners sought to rehabilitate problem children through the environmental stresses of a desert survival trip. Society on the whole, however, would not accept as reasonable the exposure of 10 to 12 year-old children to an extremely hostile, austere environment. The case was settled out of court with large payments to the plaintiffs' families.

Early Work by Grimm

Not much has been written on the subject, but Gary Grimm has provided some insights in a paper he prepared titled "Union Outward Bound: An Educational Experiment."[2] Grimm breaks program objectives into four general category areas: wilderness education, environment, individual learning processes, and personal and intergroup decisions. In the wilderness education category, he includes four specific objectives:

(a) To offer participants an opportunity to participate in a wide variety of wilderness pursuits.

(b) To arrange a positive and reinforcing environment in which participants will learn the basic skills, attitudes, and behaviors appropriate to wilderness activities.

(c) To provide instructors who can demonstrate and model appropriate wilderness behaviors.

(d) To provide an inexpensive educational wilderness experience with a variety of time options to people in the university and urban community.

In the environment category, he lists the following basic objectives:

(a) To promote an understanding of environmental problems and of the participant's relationship to the causes and the solutions of those problems.

(b) To provide written, verbal, and behavioral explanations of the relationships between the individual wilderness pursuit participant and the wilderness environment.

(c) To provide participants with opportunities to learn how to cope with environmental and interpersonal variabilities which may occur on wilderness outings.

The third set of objectives proposed by Grimm relate to individual learning processes:

(a) To encourage students to develop a continuously questioning attitude toward learning.

(b) To provide methods of instruction which will direct each participant toward continuing independent wilderness behaviors.

Grimm's "Union Outward Bound" paper was written in 1970, and it would be a mistake to accept those goals without considering new information gained over the

last decade and a half on the operation of outdoor programs. His paper, however, does provide a starting menu of ideas.

In writing a goal statement, one first determines what model or models (see The Approaches to Outdoor Programming Chapter) his/her program most closely mirrors. The goal statement should take into account the distinctions between models. Goals for an educational model will be different from a common adventurer model. A program which incorporates both models, thus, would articulate the difference between the two models as well as including goals common to both.

Grimm's goals could be strengthened by an awareness of programming approaches. For instance, in the wilderness education category, his goals are mixed between a common adventure model and teaching/school model. One of the education goals is to "provide instructors." If a program is providing instructors, then, by implication, "pupils" will learn from the instructors. The teacher-pupil relationship is the key indicator of a teaching/school model. The program, thus, takes more responsibility for the welfare of pupils and increases its liability (see "Two-Dimensional Comparisons" in the "Approaches" chapter).

Without drawing any kind of distinction, one could also imply that Grimm's outdoor program is providing instructors for all of its trips. That, certainly, was far from the case at the University of Oregon where Grimm was Outdoor Program Director at the time he authored his paper. It does, however, show how a careful wording of goals is important to a clear understanding of the true nature of the program.

To look at this aspect of goal formulation from another perspective, let's examine a hypothetical program which offers an instructional program of workshops and clinics as well as packaged trips. The difference between the trip offerings should be apparent from the goal statement. The workshop offerings are primarily educational in purpose while the packaged programs are primarily recreational.

An outdoor program director of such a program should be careful not to confuse the differences. He/she may be tempted to advertise that all trips are educational. Indeed, a number of commercial guide companies advertise that they are offering "educational trips." It sounds good. On the trip, their guide may point out a geological feature or two, or identify a passing bird, but that is the extent of the trip's educational value. Some university programs offering packaged trips use the same tack. But it has a serious drawback. In a liability court case, a plaintiff's attorney may argue that the guide company or college program lured its participants by falsely advertising the trip as an educational offering. Such an argument is not far-fetched in today's legal arena where the boundaries of common sense are stretched considerably. It may not lose a case, but it is one strike against a program that is preventable. It is far better to honestly evaluate the real purpose of trip offerings and to reflect that in the goal statement.

A Sample Goal Statement

A goal statement designed to guide the operation of an outdoor program should narrow down each objective into specific areas. Grimm's goals, largely, are broad philosophical purposes of a common adventure approach to outdoor

programming. It doesn't hurt to include a broad philosophical statement introducing the program's objectives, but the objectives themselves should not be sweeping, hard to measure generalizations. Without attaining some degree of explicitness, it is difficult to measure the effectiveness of the program, nor is it possible to make a reasonable plan of action to accomplish goals.

For further insight, part of the text of the Idaho State University Outdoor Program goal statement is printed below. The ISU program is a combination of two models--teaching/school and common adventurer, which are readily apparent from the wording of the statement. The goal statement begins with a general summation of the program's philosophy:

> *It is the purpose of the Idaho State University Outdoor Program to provide a comprehensive outdoor activity program and resources to support that program. A guiding principle of the program is the provision of a democratic framework in which all participants have an opportunity to share in the direction of the program. Paid and volunteer staff of the Outdoor Program provide guidance and overall structure by maintaining resources, organizing basic skill instruction, offering evening programs, etc, but the key part of the program is a common adventurer trip program in which participants have the major role in planning, organizing, and conducting outdoor trips. Such a participant-centered approach responds to the additional freedoms and responsibilities that college students sought and were granted during the last two decades. Moreover, the sharing of responsibilities, particularly on outdoor trips, is basic to the program's democratic framework. When individuals, through a democratic process, achieve goals in the outdoors and when they enjoy the fruits of success as well as accept the consequences of trips that do not go as planned, they become better prepared mentally, emotionally, and socially for the challenges of everyday life.*
>
> *Specifically, the goals of the ISU Outdoor Program are to:*
>
> *1) Provide basic outdoor/wilderness-related services to ISU students and faculty, local community members and other individuals through a resource center which is staffed by knowledgeable personnel and which houses periodicals, journals, literature, maps and other outdoor resources.*
>
> *2) Provide a common adventure trip program with the following elements:*
>
> *(a) a common adventure trip bulletin board, which is similar to "ride boards," to enable individuals with similar interests to combine together to cooperatively plan and execute trips at minimal expense;*
>
> *(b) trip sign up sheets to be placed on the common adventurer trip board, which emphasize the essential point that all participants share and accept the responsibilities of organizing, planning, and safety on trips; and,*
>
> *(c) facilities for groups to conduct pre-trip meetings or other trip planning functions including a library of books and periodicals with information available on risks and safety procedures of outdoor activities.*

3) Provide, in addition to common adventurer trips, an offering of basic instructional classes and workshops which are available to students and participants on a voluntary basis to:

(a) allow participants the opportunity to learn basic skills in non-mechanized outdoor activities for their own enjoyment; and,

(b) develop a foundation of skills and knowledge for those participants who so choose to prepare them for the common adventurer trip program.

4) Provide guidance, assistance and facilities to allow handicapped individuals, through a common adventurer process, to organize a wide variety of outdoor activities and events.

5) Provide to students and the general public a well- rounded program of lectures, slide shows, workshops, seminars and symposiums, i.e., Intermountain Whitewater Symposium, Freeze Festival, Wilderness Film and Art Display, Avalanche Safety Workshop, and Summer Outdoor Workshops.

Ten other objectives are listed on the ISU statement in addition to those above. A few of those include the provision of evening programs, consulting services, assistance to land management agencies, slide talks for community groups, etc. The ISU statement is given as an example only. Each program will have its own set of goals according to the nature of the institution, its geographical location, the size of its staff and a variety of other factors.

One important aspect of each of the above sample objectives is that they are measurable. That may or may not be important to some programs. Any evaluation of a program's effectiveness, however, will include how well the original objectives have been met. By writing measurable goals, the evaluation task becomes easier. (See the Evaluation Chapter for how each of the above goals can be measured.)

Liability Planning Through Goals

Before leaving the topic of goal formulation, one additional aspect of the ISU goal statement should be explored: liability. The wording of the ISU statement has been carefully chosen. Both the philosophical statement and the common adventurer trip program objectives give the participants the key role in "planning, organizing and conducting outdoor trips." Through a democratic process, participants "share and accept the *responsibilities* [author's emphasis] of safety on trips." From a liability standpoint, such language documents that the institution is not attempting to assume the role of a parent, *In Loco Parentis* which increases liability(see chapter notes in liability Chapter). Nor is the institution assuming responsibility for the safety of individuals. The program, through its goal statement, places responsibility for safety on participants' shoulders.

To illustrate the importance of this point further, let's use a goal statement which includes the following objectives: "To provide enjoyable, safe trips for all participants." It sounds fairly harmless. In fact, it is an admirable goal and certainly one with which few would argue. Until, that is, it was brought up by a plantiff's

attorney in a law suit against the program. A plaintiff's attorney would have grounds to argue that the institution owed an expressed duty to provide for the safety and care of his client. To prove his point, he would simply produce the program's goal statement. Since establishing "duty" is one of the required elements in tort law, if the court accepts the argument, the program has lost an important defense.

CHAPTER NOTES

[1]Don Burnett, "Legal Dimensions of Recreational Program Planning," Discussion outline of a presentation at the 1976 Regional Conference of the National Recreation and Parks Association in Billings, Montana, p. 1.

[2]Gary O. Grimm, "Union Outward Bound: An Educational Experiment," a paper from Association of College Unions International Conference: Houston, Texas, March 22-25, 1970, pp. 7-11.

CHAPTER IV

FACILITIES, RESOURCES AND ACTIVITIES

No matter what the over-all structure within which a particular program fits, several key elements are common to most successful programs. The following discussion looks more closely at these elements.

Office and Resource Center

Having some location to call home is a basic requirement for any program. Some programs may have both office space for employees as well as a separate resource center for participants. Some, due to facility limitations, combine their office and resource space together. Whatever the arrangements, a very important function of an outdoor program is to provide resources to those it serves. These resources can be as simple as a bulletin board and some outdoor magazines and maps, or it can be as extensive as slide sorting tables, audio visual equipment rooms and outdoor information accessed through computer terminals.

Some programs may not have much to spend. The advantage of the resource center is that for a small amount of funding, a relatively important service is provided for outdoor oriented students. Mike Daugherty, in an article for the ACU-I Bulletin, suggests that the resource center atmosphere should be congenial and comfortable. Users of the center should feel welcome to sit and chat with friends as well as using the various resources available.[1] It is helpful, though not necessary, to locate the resource center in high traffic areas, so that potential participants, attracted by posters or the activity, will be drawn inside.

Initially, most outdoor program staff members work out of the resource center. But if that is the case, one has to be careful about allowing the resource center to become too office-like in appearance. Kirk Bachman, who was a student employee at the Idaho State program and now runs his own ski touring school and backcountry guide service in the Tetons, wrote that ISU's office atmosphere existing at the time "detracted from the function of the resource center. As one who works at the program, I have often felt the uneasiness of newcomers thinking that they have barged into someone's office. As a result many potential users are polarized from its use." To correct the problem, Bachman located an old barn and with friends built barn wood walls in the resource center, sectioning off the office area to one back corner. It is not necessary to remodel an office, but by the careful placement of easy

chairs, coffee tables, posters and art work on the walls, most spaces can be made very appealing and comfortable.

The outdoor resource center should be adequately staffed and the staff members should spend most of their time there. The resource center is an important place where participants visit to find out what's happening and to sit and chat. It is personal contacts in the resource center that really make the program. Without that personal touch, a program will only limp along.

From the resource center, there are a number of services which can be provided. Here are some ideas:

1. **Trip Information System.** Various methods can be employed to display information on trips that participants can take. Daugherty described a two part display which provides information about where to go for certain kinds of activities. This includes a card file with each card having information about trips, level of difficulty, route description, equipment suggestions, etc. The cards are filed in sections--backpacking, climbing, skiing, river running, etc. Along with the cards are U.S. Geological Survey maps bound in a three-ring binder as well as a large display map of the state.

2. **Handouts and Brochures.** Free handout materials are commonly available through outdoor programs. The various handout materials that Daugherty suggests include state highway maps, state park maps, pamphlets, flyers, newsletters, and information provided by various outdoor equipment companies and forest service offices. In addition, these can be supplemented by material put together by staff or volunteers of the outdoor program. Information sheets, on subjects such as places to cross-country ski in the local area, suggested equipment lists for a particular activity (equipment lists are a good idea from a liability standpoint; see the Liability chapter), how to construct snowshoes, care of synthetic sleeping bags and a myriad of other short topics can be researched and typed and easily mimeographed at low cost.

3. **Outdoor Equipment Catalogs.** Equipment catalogs are free and when displayed or organized into a file cabinet are a valuable resource. With catalogs, participants can compare prices and find equipment that best meets their needs. Since catalogs are quickly outdated, it is a good idea to go through the catalog file each year and write to those companies who haven't forwarded their new catalog and price lists. A list of addresses of outdoor equipment companies providing catalogs is included in the appendix.

4. **Outdoor Periodicals.** Depending upon the budget, at least a small selection of outdoor magazines is a good attracting point to draw participants into the resource room. With a cup of tea or coffee, visitors in the resource center can relax with the latest issue of a magazine of a favorite activity. Some examples include *River Runner, Backpacker, Cross-country Skier, Outside, Mountain, Climber, Sail Boarder, Ski*, etc.

5. **Outdoor Library.** Though books are expensive, a program can start with a few books of local interests and with time gradually build a library. Good starters are hiking, skiing, and river running guidebooks that cover nearby areas and some basic how-to-do books on activities that are popular to participants in the program. From this initial collection, libraries can be expanded to include books on climbing expeditions, biographies of outdoor personalities, environmental issues, nature and other outdoor topics.

   One of the biggest problems that many outdoor programs experience is loss of books from borrowers who fail to return them. At Idaho State University, in 5 years 95% of an original library of books that was donated to the program was lost. Unless a program has the staff and energy to institute a fail proof check out system, the best procedure seems to be to have people use the books in the office. This seems to work fine for the great majority of users. For a few unusual cases, where people need a book for special projects, a driver's license or a deposit can be left. Unfortunately, because of the way people are with books, such methods seem to be the best way to preserve a library.

6. **Maps.** This has already been mentioned in trip information systems, but it is a valuable service and it is worth mentioning again. Several types of maps are available. The most useful are the 7.5 minute USGS maps. The USGS also has 1:250,000 scale maps which show large portions of a particular state. These are useful for getting the whole picture of the surrounding terrain and for making rough plans. A set of the 1:250,000 maps along with 7.5 min. maps of the popular hiking and cross-country skiing areas of the state is very helpful.[2] Other available maps include forest service and county road maps. Forest service maps were at one time free but most forest service offices are now charging. Local forest service or park service maps are handy, particularly to show the location of newly constructed roads not shown on the USGS maps.

7. **Bulletin Boards.** Bulletin boards are essential and can serve several different functions:

   (a)*Trip Board.* This is the all important bulletin board where trip sheets and other information about up coming activities are posted.

   (b)*For Sale Board.* Outdoor program resource centers provide an excellent place for individuals to get the word out about used equipment they have for sale.

   (c)*Environmental Issues Board.* Information concerning current environmental issues are posted on this board. This can include "alerts" from the Sierra Club or Wilderness Society or letters from the forest soliciting input on the preparation of environmental impact plans.

(d)*Snow and/or Water Reports.* Information on snow depth or levels of popular rivers posted here.

(e)*Job Announcements.* Information on summer job openings or other jobs of interest to participants posted here.

Bulletin boards can also include letters and post cards from friends and information on other outdoor recreational offerings in the area such as city recreational department offerings or the campus Ski Club or the local Audubon Club offerings.

8. **Open Files.** Another method of providing outdoorrecreation information is to use a system similar to vertical files in the library. One or more file cabinets can be filled with alphabetically arranged files of magazine clippings, newspaper articles, brochures, information sheets from other programs, photographs, environmental newsletters, environmental impact statements, photocopies of relevant material from books, etc.. It's a good idea to place a large sign on the outside of the file cabinet which encourages resource center visitors to use the files. Often people are hesistant to open file cabinets, an action which in other locations is frowned upon.

9. **Slide-sorting Table.** Slides are a common means for participants to record their outdoor trips. A slide-sorting table or lightboard is a nice addition to a resource center. Large commercially available light tables are terribly over priced, but anyone with basic carpentry and electrical skills can assemble a frame with fluorescent lights and frosted glass.

10. **Audio-visual Equipment.** A slide projector is a handy piece of equipment in any resource center. If budgets allow, the availability of two or three projectors and a dissolve control in the resource center, allow students the means to put together their trip's slides in a variety of creative multi-image productions. The equipment also can be utilized by the program for its own educational and promotional programs.

    Some programs are acquiring video equipment which greatly expands the capabilities of students and participants to design media productions. The University of Oregon is using its own locally produced 1/2" video programs as training aids to new staff and participants.[3]

Indoor Activities of an Outdoor Program

Outdoor activity programs can take advantage of a seemingly contradictory aspect of the enjoyment of the outdoors: indoor activities. When it's not possible to be outside, most aficionados of the outdoors enjoy watching films, attending slide lectures and gaining new insights at evening clinics.

Within any local community, a reservoir of a large number of individuals can be tapped by outdoor programs to contribute to the indoor program. The insurance

agent who has just returned from trekking in Nepal is usually more than willing to show slides and talk about his trip to a group. A local doctor might want to do a series of programs on wilderness first aid. Another individual in the community may have been on a long canoe trip in the Northwest Territory. Members of the National Ski Patrol are good resource people. One member may have an informative series of slides on avalanche safety. All of these and many more are examples of indoor programs which can be offered by an innovative operation which searches out local resource people.

A healthy schedule of evening programs creates an additional benefit to the university at large. Universities are conscious of their image in the community. All colleges and universities depend heavily on local businesses and community financial support of scholarships and programs. Offering a wide range of evening sessions--conspicuously advertised in the local media--is excellent public relations and is welcomed by any institution's administration.

Examples of indoor offerings include the following:

1. **Films.** A great variety of outdoor films are available from different sources. Some films are free, while others require rental fees. Often libraries have a selection of films available for loan. Within such film libraries may be found such topic areas as nature films, environmental documentaries or other selected topics. Local forest service offices can obtain films through regional depositories. The Red Cross has a number of films, including a couple of excellent films on whitewater safety. Video cassettes on outdoor topics are becoming more prevalent. Although clearly not practical for large groups, videos can be a useful tool in small gatherings. See the Appendix for a list of film sources.

2. **Speakers.** Each year a number of well-known and lesser-known mountaineers and other notables go on the road with slide-talk programs. Their cost may vary anywhere from $100 to over a $1000.

   Some presentors will work on a percentage of the gate, where part or all of the fees collected from attendees is given to the speaker. The presentors, naturally, ask the outdoor program to adequately promote their program to make it worth their while.

   Charging for speakers is one way to help pay for evening programs, but program coordinators should be cautioned that charging can also greatly reduce the number of people who attend. Some experimentation may be necessary to determine how much can be charged and what outdoor topics attract people. It is a wise idea to offer a number of free programs to balance out fee-required programs.

   Program planners should also keep in mind that a number of prominent outdoor personalities, in addition to those who go on the road, are often willing to come to a university campus. Frequently, the older "retired" mountaineers and explorers present some of the most interesting programs.

3. **Multi-media Productions.** A number of individuals offer outdoor multi-media shows. Such programs, involving multiple slide projectors, large screens, music, and sometimes live performances and video, can be booked on a fee basis. Some of their presentations, like Gary Grimm's "Mountain Vision," use over ten projectors to create an inspiring panoply of outdoor panoramas.

4. **Evening Classes or Workshops.** Indoor classes or workshops are a common supplement to a program's activity offering. Workshop topics can include ski base preparation, waxing, how to mount bindings, use of map and compass, nearby hikes, avalanche safety, backpacking equipment, introduction to winter camping, nutrition on outdoor trips, preparing a dutch oven meal, red cross first-aid classes, and the list goes on and on. Obviously, many of these single topic programs won't attract large crowds, but those that do attend will have a good opportunity to learn helpful skills and knowledge. Large groups, both in workshop offerings and on trips, can be counter-productive to the goals of an outdoor program. Programs which ultimately are the most successful are those that provide the most personalized services.

5. **Symposiums or Outdoor "Fairs."** More expensive indoor offerings can include a series of programs held on a weekend or over a period of several days. Such symposiums or fairs usually center around a particular activity: whitewater symposium, ski symposium, outdoor equipment fair, etc. Symposiums may consist of a number of theory sessions with information on equipment, safety, and techniques. For a festive atmosphere, they may include displays by local stores or manufacturers of outdoor equipment.

6. **Wilderness Art Shows.** A display of wilderness related art work can be a successful offering of an outdoor program. It is necessary, first, to work out an arrangement with a local or university art gallery. The show is open to any individuals who wish to display their photographs, water colors, weaving, block prints, and other art forms--as long as they have a wilderness theme. It may be necessary to edit the show down to one or two pieces per entrant, but an attempt should be made to allow all individuals at least one piece of their work displayed. The show provides recognition in an entirely different area of outdoor programming. Many individuals enjoy the outdoors, in part, for the aesthetic value of nature and an art show helps cultivate those values.

7. **Outdoor Equipment Sales.** Outdoor equipment swaps or sales offer an important service for students as well as serve as a program fund raiser. Various methods can be employed to sell used equipment. A customary method is for individuals to bring in any outdoor equipment they wish to sell. They lable and price their equipment and lay it out on tables. Others can purchase the equipment. Staff of the outdoor program collect all of the money and retain a percentage as the program's cut. This percentage can range anywhere from 5% to 20%. After the program's share, the remainder is given to the individuals who brought in the equipment.

Through the sale, everyone benefits. Individuals with used equipment have an opportunity to sell it, while those who need equipment have an opportunity to purchase it at a reasonable price. The outdoor program also realizes some extra funds to help support other activities. At Idaho State University, enough funds were raised to purchase a pick-up truck to help facilitate the program's activities.

8. **Socials.** Informal social gatherings can be organized to supplement an outdoor program's activities. A pot luck dinner at a participant's house might be planned after a ski tour. A dutch oven feed at a local park might be organized for key volunteers and supporters. Sometimes social affairs can take on more lavish proportions. A large indoor or outdoor dinner with music, dancing and other festivities may serve as a way of raising funds for the handicapped activities of a program. Whatever form social events take, they are highly valuable in increasing the camaraderie, friendship and the appeal of the program.

Outdoor Activities

The types of activities in which outdoor programs are involved vary from geographical location to location, but almost all program activities are non-mechanized in nature, i.e., backpacking as opposed to trail biking, cross-country skiing as opposed to snowmobiling, canoeing as opposed to motorboating. Good reasons exist to embrace non-mechanized activities. The cost--for one--is far cheaper than mechanized recreation forms. Even though it may not seem so with $300 sleeping bags and $500 tents, the costs are still lower than the purchase and maintenance of a trail bike.

More important are the instrinsic values of non-motorized travel: quiet, self satisfying, healthy, and non-damaging use of the outdoor environment. Some programs which sponsor handicapped activities may need to use motorized off road vehicles. For instance, snowmobiles are a practical way of transporting handicapped individuals to winter cabins. But even in a handicapped program, the emphasis still remains on activities which free individuals from total mechanized dependency: rafting, kayaking, wheelchair "walks," skiing, etc.

The actual geographic location of the program plays the determining role in what activities will be popular. Some universities, like Illinois State, own their own lake or lake shore front and canoeing, sailing and other water related activities will be popular. The University of Arkansas maintains a university stable and the outdoor program is heavily involved in a horseback riding program. Those near whitewater rivers accent rafting and kayaking activities, and so on.

Successful programs utilize the outdoor resources nearby as much as possible. Where some resources are lacking it may be necessary to extend the range of everyday trips. Sometimes it isn't easy. At Ohio State, academic and outdoor programming staff spend the good portion of a day driving to and from the nearest climbing rocks. Sometimes artificial substitutes can be provided. The construction of rope courses

which approximate the thrill of rock climbing have been popular in areas--like Ohio State--where suitable nearby climbing areas are non-existent.

Some programs, in order to respond to the needs of participants, must travel long distances for such activities as winter camping, ski touring, rafting and climbing.

A look at activities sponsored by outdoor programs is revealing in how diverse offerings can be. A recent Pacific Northwest Survey by Craig Rademacher listed the following most popular activities: cross-country skiing, backpacking, hiking, camping, rafting, mountaineering, and bicycling. Hang gliding, windsurfing, ice skating, sky diving and horseback riding are on the bottom of the list.[4]

Other types of outdoor activities include clean up projects of popular rivers or volunteer maintenance of park service, forest service or other public trails. Projects of this nature are welcomed by public officials and are often publicized in the local media.

Disabled recreation programs can also have a range of activities as diverse as the able bodied portion of the program. With few modifications and willingness among trip participants, one or two disabled individuals can be accomodated on most trips sponsored by an outdoor program. Specially designated trips for the disabled along with the proper adaptive equipment have been undertaken by handicapped programs in nearly all outdoor recreation activities undertaken by the able bodied.

Equipment

If necessary, an outdoor program can get underway with no equipment. When funding becomes available, equipment needed for the most popular activities is logically purchased first. Many programs run rental centers on the side which supply the basic equipment needs for most activities. If rental items are not available, a few of the larger priced items such as canoes, rafts, kayaks, etc. will help get activity programming underway. Eventually, programs will want to acquire a wider range of equipment. Handicapped programs need adaptive equipment--such as sit-ski sleds for immobile individuals. Unfortunately, such equipment is expensive. Fund raising becomes even more important to supply the needs of handicapped programs. But if equipment is not available, it shouldn't deter a program from offering disabled activities.

CHAPTER NOTES

[1]Mike Daugherty, "Passive Outdoor Adventures Information Systems," The Bulletin of the Association of College Unions-- International, December 1979, p.7.

[2]Indexes and information on ordering U.S. Geological Survey Maps are available for areas: EAST OF THE MISSISSIPPI: Branch of Distribution, U.S. Geological Survey, 1200 South East Street, Arlington, Virginia 22202; and WEST OF THE MISSISSIPPI: Branch of Distribution, U.S. Geological Survey, Box 25286 Federal Center, Denver, Colorado 80225.

[3]Bruce Mason of the University of Oregon presented a session on the use of video in outdoor programs at the 1984 National Conference on Outdoor Recreation, Bozeman, MT, November 3, 1984.

[4]Craig Rademacher, "A Survey of the Role (Function) of College and University Affiliated Outdoor Programs in the Pacific Northwest," Masters Research Report (Cheney, Washington: Eastern Washington University, May, 1983).

CHAPTER V

PERSONNEL

The subject of this chapter is the key to an outdoor recreation program's success or failure. The coordinator of the program and the staff make it or break it. The selection of the program's director, therefore, is a task to be taken with great care.

Director's Position

Those who are in a position to select an outdoor program director will want to keep one primary requirement of the job clearly in focus at all times during their deliberations: the outdoors should be a part of the coordinator's lifestyle. An interest in the outdoors should be more than a pastime or even a person's major field of study in college. It should be his or her life. It is part of a person's lifestyle when they take vacations to climb Rainier or organize a raft trip to Alaska or use their free weekends to go winter camping. What's a good rule of thumb? A person should spend at least 50 overnight days in the outdoors each year to qualify. Many individuals spend easily 100 or more overnight days.

A selection committee should not depend on "certifications." While they may be helpful, too often a list of certifications is just that--a list. It tells nothing of the person's experience. What is more important is a summary of the last 5 years of that person's outdoor experiences. Most individuals who are interested in outdoor recreation professionally maintain journals which list where, what, when, how long and other comments about each trip. If they're already working professionally, they maintain a journal for tax purposes. The review of a person's journal is far more valuable than a list of certifications.[1]

Individuals who enjoy the outdoors as a lifestyle won't mind working through the weekend or driving back from trips late at night, or working a full day and then returning again for an evening program. They won't mind rainy days, trudging up muddy trails with heavy packs, or spending a damp night in a snow cave. This and more is all part of an outdoor program director's job. People with a true outdoor life style accept the adversities. They're used to them. However, others who enjoy the outdoors, yet only in a cursory manner, will, in time, lead a program into stagnation.

PERSONNEL

The director's position requires someone with broad abilities. He or she must be able to teach several of the outdoor activities which are a part of the program, as well as have adequate skills in other activities. It would be expecting too much for the director to be skillful in all of the many activities which make up most programs. However, experience and skills in the foundation adventure activities--cross-country skiing, backpacking, winter camping, whitewater rafting or kayaking and canoeing--seem to be important no matter where the program is located. Of course, certain activities may be important because of circumstances of the job, i.e. sailing skills may be highly important for some lakeside or seaside programs, or horse skills for a horseback oriented program. A candidate with a combination of the two--skills in particular areas of emphasis of a program as well as the foundation activities--will come into a program with good credentials.

Knowledge and skill in outdoor activities is not all that is necessary to do the job right. Just as important is the ability to work easily with people. Programs are successful because of the people that represent the program. Personal day to day contacts with students and participants, with volunteers and resource people in the community and with other staff and faculty make up a good portion of the director's day. Other skills which are helpful include the ability to communicate reasonably through the written and spoken word and the possession of planning and organizational skills.

Director's Position: Full or Part-time?

If one common ingredient is responsible for the success of outdoor programs in the U.S. and Canada, it is having a full-time director. In case after case, the programs which have come and gone are those with part-time directors. Often an enthusiastic and hard working part-time employee comes into a program and does an outstanding job getting the program moving and off the ground. As long as that person is there, the program thrives. But as soon as he or she leaves, it fizzles out. Another energetic person may come along in a year or two, but there is no continuity from year to year. If simply no money is available, this arrangement is better than nothing, but if an institution ignores the consideration of funding a position, particularly after observing what an enthusiastic part-time employee can do, it is missing a golden opportunity to provide a viable service.

Other institutions will place an existing staff member in charge of the outdoor program in addition to other responsibilities that staff member may have. Often, it is a general activity program director or intramural director who gets the job. While this can be a good way to get a program started, relying on it after the first couple of years rarely produces an active, vigorous program. A successful program needs a person heading it who can focus all of his/her energies in making it work. As pointed out earlier the job is far more complex than just 8 hours a day, 5 days a week. It involves weekends, late night driving back from trips, and often returning to campus in the evening for programs and workshops. Someone who has other responsibilities cannot expect to do a good job at his/her original tasks and run an outdoor program at the same time. Of course, if there is no other option available

this arrangement is better than having no program, but a sincere attempt should be made to create a full-time job down the road.

For starters, a 9-month job won't be as expensive in the early funding of a new program as a full 12-month job (see Budgeting, next chapter). It is not as ideal as the full year-round program, but the situation is far superior to any former arrangements discussed. Once a 9-month position has been approved, an attempt should be made to turn the position into full time--or two 9-month positions which overlap. Two 9-month overlapping positions is the successful arrangement at the University of Oregon.

Assistant Director's Position

As a program grows and if funds can be made available, an assistant director's position will greatly enhance the offerings and success of a program. The creation of this position or a shared position of co-directors has been the natural evolution of a number of nationally known outdoor programs. The same type of qualifications as described for the director's position is desirable for this position. Often a person in the assistant's position will have different interests and abilities than the director, complementing the entire operation.

Part-time Help

Many programs may be able to take advantage of workstudy funding to supplement the personnel budget. Workstudy positions are part-time positions for students in which 80% of the salary is paid by the federal government. The workstudy program is a common part of a financial aid package available to college students. Unfortunately, recent actions on the federal level have cut workstudy funds and individual student allotments. Many programs are finding it difficult to find adequate help and individuals with sufficient allocations to work a reasonable amount of time. Because of the inexpensive nature of workstudy help, however, it is worth considering the possibility of using such help.

Whether the part-time help is workstudy or otherwise, the director should look for self-motivated, active individuals. In a college situation it is an advantage to hire students when they are freshmen or sophomores since they gain skills and knowledge each year and are with the program a longer period of time.

The program becomes a training ground for employees. With the experience gained by working for the program, they will gain the skills to work for commercial guides and outdoor schools. Also, the organization and management skills they learn will be useful in nearly any future job setting.

The nice thing about an outdoor program is that the nature of the job often attracts very talented and energetic people. An abbreviated list of what employees have accomplished at outdoor programs in the U.S. includes written and received grants, taught classes, produced high quality video and multi-media productions, organized expeditions to a variety of remote areas throughout the world and authored monographs and books.

Interns

A viable program may also be able to enlist additional help through intern programs. Students studying for a degree in recreation or student personnel management often will need to serve as interns to gain practical experience. Many programs will provide some compensation for their work, but not always. Some interns in order to gain experience in a highly desired position will work for no compensation. Some outdoor programs, such as the University of Idaho, actively seek intern students through a special program where a small salary is also provided.

The same sort of qualities as described in part-time help apply to interns. If they have extensive experience in one or more outdoor activities, so much the better. Not all intern students are an asset. Like other employees, there are the good and the not-so-good. It is wise for a director to evaluate an intern's qualifications just as any other employee's.

Volunteers

The great amount of free help which goes into any program should not be underestimated. Experienced climbers, skiers, canoers and other outdoor enthusiasts from the community are happy to share their skills with others. Local mountaineers or rafters will enjoy showing slides from their last trip. Students can help take photographs or put together a slide show. A student artist may be happy to make a series of drawings for a brochure. Another individual with sewing skills may volunteer to help make spray skirts for kayaking. The list goes on and on. Near any recreation program is a large resource of volunteer help and with the right personal approach these important resources can be tapped.

CHAPTER NOTES

[1]The problem with relying on certifications for outdoor program employees is discussed in Ron Watters, "Should Outdoor Leaders be Certified," in *Association of College Unions Bulletin*, June 1983, pp. 4-7.

CHAPTER VI

FUNDING AND BUDGETING

An outdoor recreation program obviously needs monetary support. Some programs are able to use self-generated funds through a rental program to supplement their programming budget. Others have various types of supplemental funds. All successful programs, however, depend on at least some type of subsidy through the agency or institution which oversees its operation. How much the subsidy is and how it is allocated is the topic of this chapter.

Note: Specific figures will be used throughout much of the chapter. Budgeting is far more understandable when concrete examples are used as opposed to general explanations. Such figures shouldn't be taken as gospel. Each sponsoring institution will have its own way of juggling figures.

How Much

How much funding is necessary to get a program started? A start-up budget can be approached in several different ways, but a good amount from which to begin is $24,000 if workstudy funds are available (see discussion of workstudy in this chapter) or $27,000 if workstudy funds are not available. This provides for (a) a full time director with a salary of $16,000, (b) some workstudy or part-time help, and (c) a small allowance for equipment, supplies and phone expenses. It assumes that the office and resource room facilities will be provided by the university without rent.

Some administrators will gasp at the cost, while others will get a good laugh at how cheap it is. In actuality it is inexpensive, particularly when one considers how many people the program serves and how financially sound a benefit/cost analysis of the program indicates it to be (see the Evaluation Chapter). What is almost incredulous is how far so little money invested in an outdoor program can go. On budgets of approximately $24,000 a program can undertake projects of regional and national significance. Once an administration takes that initial step and commits money for an outdoor program, few ever regret it. But unless an administrator is willing to commit at least the $24,000 figure, it is doubtful the program will be viable.

Budgeting Personnel

For the sake of this discussion, the director's salary will be set at $16,000. It's not a terrific salary, but an adequate starting salary. In figuring a total personnel budget, other costs must be considered as well. These are fringe benefits which include employees' share of social security, unemployment, workman's compensation and various insurance programs. Fringe benefits can be as high as 25% of a full time individual's salary. It will vary depending on the sponsoring institution or agency and one should check with financial officers for the exact percentages. If fringe benefits are 25%, on a $16,000 salary, another $4,000 must be budgeted:

BENEFITS = Salary x % Benefits

= $16,000 x .25
= TOTAL of $4,000

In addition some part-time help is necessary to help the director. A good start up part-time budget is two individuals working half-time (20 hrs. per week). Let's say they are hired to work 30 weeks at $4.00 per hour pay rate:

TOTAL SALARY = Hourly pay x hrs. per week x # of weeks to work

Employee #1:
=$4.00/hr. x 20hrs./wk. x 30 wks.
=$2400

Employee #2:
=$4.00/hr. x 20hrs./wk. x 30 wks.
=$2400

Total Salaries:
= $2400 + $2400
= $4800

In most work situations, benefits for part-time help are usually much less than full-time. A typical benefit percentage is 10%. Putting it all together, the format in which the personnel budget for the program might be written up is as follows:

PERSONNEL		
Outdoor Recreation Director's Salary	$16,000	
Benefits (25% of Salary)	$ 4,000	
Total Director's Salary and Benefits		$20,000
Part time help:		
2 employees x 20 hrs./wk. x $4/hr. x 30 wks.	$4,800	
Plus Benefits (10%)	$ 480	
Total part-time help		$ 5,280
TOTAL PERSONNEL COSTS		$25,280

Reducing Personnel Costs Through Workstudy Funds

Colleges and universities and other governmental agencies may be eligible to receive workstudy funds through the federal government. Under the Workstudy Program, 80% of the wages of full-time eligible college students will be paid by federal funds.

If federal workstudy funds are available, the over-all personnel cost of a program can be reduced considerably. Let's say two students are hired as work study help; both of the students can work the regular school year as well as the summer. Figuring a couple weeks of vacation, let's approximate the number of weeks they'll work as 50. The number of hours per week they can work is determined by how much the federal government has given them in allocations. For the purposes of this discussion, their allocations will be 18 hours a week at $4.00 per hour. Total salaries are calculated as in the previous example:

TOTAL SALARY = Hourly Pay x Hrs. per wk. x # of wks. to work

Employee #1:

= $4.00/hr. hrs./wk x 50 wks.
= $3600

Employee #2:

= $4.00/hr. x 18 hrs./wk x 50 wks.
= $3600

Total Salaries:

= $3600 + $3600
= $7200

If both employees can meet the eligibility requirements, the federal government would provide the following share:

FEDERAL GOVERNMENT SHARE:

= .80 x $7200
= $5760

The amount the program pays is $1440 ($7200 -$5760) plus benefits of $720. The total amount of workstudy salaries needed by the program is $2160 ($140 + $720).

The format for the personnel budget of this program might be as follows:

PERSONNEL		
Outdoor Program Director's Salary	$16,000	
Benefits(25% of Salary)	$ 4,000	
Total Director's Salary & Benefits		$20,000
Workstudy Employees:		
2 Employees x 18 hrs/wk x $4/hr x 50 wks	$ 7,200	
Less 80% Federal W.S. Share	$ 5,760	
Program's Share of Salaries	$ 1,440	
Plus Benefits(10%)	$ 720	
Program's Share of Salaries & Benefits		$ 2,160
TOTAL PERSONNEL COSTS		$22,160

With changes occurring now on the federal level, workstudy funds could someday be eliminated. Too, it is often difficult to find individuals with appropriate experience who are eligible for workstudy funds. Workstudy is not a panacea; it can be a big help when conditions are right.

Budgeting Other Items

The other portion of the budget will include office supplies, phone, and equipment necessary for the program. This varies widely from program to program. The following is an example of an austere budget:

SUPPLIES

Office supplies(paper, envelopes, typing ribbon, tacks, staples, stencils, magic markers, poster board, photocopying, etc.)	$ 365	
Phone	$ 350	
Mailing expenses	$ 75	
Magazine subscriptions and books for resource center	$ 150	
Film and film processing for slide shows and promotional brochures	$ 75	
TOTAL SUPPLIES		$ 1,015

EQUIPMENT
(Equipment will vary depending on need. Admittedly, the amount of equipment budgeted below is meager, but for a program that has nothing, it is a start.)

2 pairs of cross-country skis @ $100	$ 200	
3 pairs of cross-country boots @ $75	$ 225	
2 internal frame packs @ $200	$ 400	
TOTAL EQUIPMENT		$ 825

The above budget plus the previous personnel budget totals $24,000 (workstudy) or $27,000 (non-workstudy), the amounts suggested at the start of this chapter as a start-up funding for an outdoor program. If necessary some trimming can be done by hiring the director on a 9 month basis, saving $5,000 and bringing the total budget down to $19,000 (workstudy) or $22,000 (non-workstudy).

The idea, however, is to build on this budget, not trim. If the funding is available, it is highly desirable to make some additions to the base budget suggested. More part-time personnel money may be necessary, particularly if workstudy funding is not available or suitable students cannot be found that are eligible for workstudy funds. An additional amount for printing, which the initial budget suggested above lacks, is also an important item for a program.

Supplemental Funding

As was discussed earlier, outdoor programs must depend upon a basic subsidy provided by the sponsoring entity. Based on other programs, it is simply not realistic to expect an outdoor program to be a self-supporting entity. Although a rental program or the charging of fees can help supplement the program, some form of

subsidy will always be necessary. Beyond the basic subsidy, it is possible to develop other funding sources to supplement the budget. If cultivated carefully, these supplemental funding sources can provide substantial money for a program to expand in a variety of new directions.

1. **Rental.** Providing a rental program of canoes, rafts, packs, skis and other outdoor equipment is probably the most common form of raising supplemental funds. Rental operations are discussed in more detail in a later chapter.

2. **Packaged or Guided Trips.** Some programs which run packaged or guided trips add an extra fee to the price of the trip to be returned as an operating expense for the program. This sort of revenue-generating measure drives up the cost of trips as well as increases potential liability problems. It is used by some, but hotly debated by others.

3. **Workshop or Class Fees.** This is usually a nominal fee collected for basic instructional workshops or classes in such activities as cross-country skiing, rock climbing, kayaking, etc. Two cautions--first, the charging of a class fee increases liability and it certainly shouldn't be used for advanced classes where objective dangers are great; secondly, programs should be careful that that their operation doesn't become simply a series of workshops. Workshops should be only part of a total program. Equally or more important is a solid offering of recreational outdoor trips in which participants can gain experience in the use of skills without the pressure of a formulized learning sturcture.

4. **Donations.** Donations of both money and equipment can provide a significant boost to a sagging budget. Students and community members that enjoy the services provided by the program may be willing to make donations to the program. A donation box can be placed in the office and periodic mailing sent out appealing for funds. Program directors need to work at an appropriate means of receiving in the money. In most cases, donations will qualilfy the giver to a tax deduction. Some programs, in order to provide proper management of such funds, will need to set up a board. Check with institutional officials for proper procedures.

5. **Equipment Sales.** Ski or used equipment sales are a common means of supplementing budgets. The program runs the sale and takes a percentage of each item sold. Often retail stores in the community can be interested in participating in the sales.

6. **Races.** Some programs have running, cycling, skiing or triathlon races in which entrants are charged a fee.

7. **Advertising.** Those programs which regularly publish and distribute a newsletter or calendar may be able to sell space to advertisers. Though it may not pay for other program functions, the revenue may free up funds otherwise earmarked for printing expenses.

8. **Speakers and Slide Programs.** Fees may be charged at the door for various popular evening functions of the program. The gate is then divided according to the agreed-upon percentage between the speaker and program.

9. **Other Fund Raisers.** Various other fund raisers can be conducted including T-shirt or Christmas card sales, cookouts or barbeques, walk-a-thons, concerts, etc.

CHAPTER VII

OUTDOOR TRIPS

After struggling with funding and dealing with administrative duties, it's easy to forget that enjoying the outdoors is the basic reason for an outdoor program. Every other aspect of the program should be directed to provide outdoor recreational opportunities for individuals. Workshops, evening programs, symposiums, and the resource center are all ways of facilitating outdoor experiences.

Due to the author's background, most of the information within this chapter centers around a common adventurer approach to trip programming. Those programs utilizing other approaches to trip programming may want to refer to other sources of information.

Length and Difficulty of Trips

Perhaps the most frequent type of trip offered through outdoor programs is the short afternoon or day variety. These may be an afternoon bike ride, a day of sailboarding or a short canoe trip. The majority will probably be fairly easy and oriented to beginners. On a common adventurer basis, no fees are charged. Participants get together, rent whatever equipment is necessary, share rides and conduct the trip. Though probably not as numerous as the easier trips, a number of intermediate and advanced day trips are frequently organized--experienced rock climbers teaming up to do a climb or two or three good kayakers catching a high water spring run.

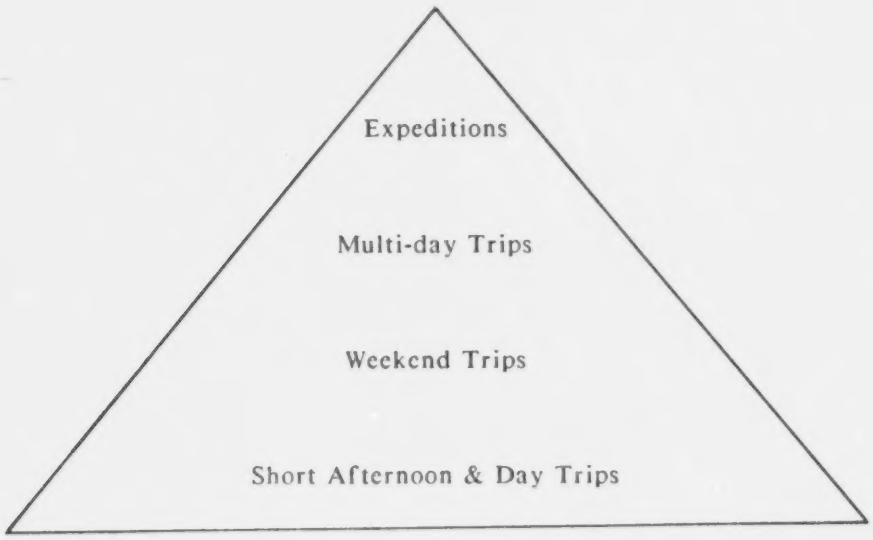
Next in frequency are the overnight weekend trips. Examples may include car camping, trips to a nearby state park, or an overnight backpack or canoe trip. On a weekend trip, participants have a lot more time to develop comradeship with one another and have a greater chance to pick up outdoor skills. Despite the impression that weekends never seem to be long enough, a good many positive and delightful experiences come from weekend trips.

Last in frequency are multi-day trips for a long weekend, a week, or several weeks in duration. These are the special trips, taken during holiday periods, like a winter ski trip through a national forest or a multi-day bike ride across a sparsely populated rural area. The longer trips require greater demands for all participants to be more involved with the group processes of planning and organizing the trip. On the whole participants, through longer trips, make lasting friendships and greatly increase their personal skills and confidence. Some trips may be particularly

memorable and become the highlight of some individuals' lives. Trips can work the other way too--riddled with disagreements, and clashing personalities. If nothing else, such trips can be racked up as learning experiences in how to deal with different types of individuals.

The final pinnacle of trips are expeditionary trips that are planned by skilled and motivated individuals. Though they may occur only once in a great while, even for very large programs, the important factor is that the opportunity and the resources exist for individuals to be able to do so.

A way of illustrating the proceeding is to use a pyramid as a pictorial representation of the trip offerings of an outdoor program:



Sign-up Sheets

Each program will have its own method of using sign-up sheets. The sheet, when posted on the trip board, is a way of letting others know about the trip. In the common adventurer system, trips posted are not necessarily sponsored by the outdoor program, in the same way that rides and riders posted on a college ride board are not part of university sponsored transportation (see Liability Chapter for further explanation). Anyone is welcome to post a sign-up sheet to interest others in his/her trip ideas. Many programs find that most sign-up sheets are put up by the staff members of the program, but there's nothing wrong with that as long as the option exists and others are encouraged to put up trip sheets, too.

Various formats are used for sign-up sheets. As a guide for this chapter, the Idaho State University sign-up sheet will be utilized. A sample of the ISU sheets follows this discussion. (Information concerning the legal portions of the sheet is found in the Liability Chapter.)

Whether it is outdoor program staff or non-staff that posts trip sheets, the use of sign-up sheets is important for several reasons:

1) It announces the trip and provides some basic information concerning dates, times of departure, location, difficulty, etc. It also notifies individuals when and where pre-trip meetings will be held.

2) Information on the sheet explains what a common adventure trip is and, more importantly, what the responsibilities of the participants in common adventure trips are.

3) The sign up sheet can serve as a waiver to release liability. This isn't always true, but it can help. (See the Liability Chapter for more information.)

4) It serves to warn individuals that outdoor activities are risky and asks them to carefully weigh the risks and make careful decisions about whether or not to participate.

Information on the Sample Sign up Sheet

Two basic types of sign-up sheets are included on the following pages. The first type is for common adventure trips and the second for workshop/teaching trips. For an explanation of the difference between the two, see Chapter 2, Approaches to Outdoor Programming: Four Models. Since basic philosophical differences exist between the two types of trips, two different forms are employed. The common adventure sign-up sheet includes on the reverse side an explanation of common adventure trips, along with a description of risks, a list of participant responsibilities and information on the use of personal vehicles. The front side of common adventure sheets briefly summarizes the reverse side and includes standard release language.

The workshop/class sign-up sheet, though similar to the common adventure sheet, goes into more detail on personal medical conditions, motor vehicles, and voluntary participation. The voluntary participation paragraph was included since a recent court case specifically mentioned a trip's voluntary nature as a reason for a judgement on the side of the institution.

The sign-up sheets have been set up to avoid possible pitfalls present in other types of sheets. One pitfall is the idea of too much "fine print." Plaintiffs in court cases have argued that certain liability release forms were too lengthy and too difficult to understand. The sample forms with one exception are written in plain English, which should be understood by the average person. The exception is the release language, which was prepared by attorneys. In comparison, however, to the

IDAHO STATE UNIVERSITY OUTDOOR PROGRAM
COMMON ADVENTURE SIGN-UP SHEET

IMPORTANT NOTE: BEFORE SIGNING, READ CAREFULLY THE STATEMENTS ON FRONT AND BACK OF THIS PAPER. DO NOT SIGN-UP UNTIL YOU FULLY UNDERSTAND THE STATEMENT AND THE RISKS OF THIS TRIP. IF YOU HAVE ANY QUESTIONS, PLEASE DO NOT HESITATE TO ASK.

Name of Trip _____ Location _____

Departure Date _____ Time _____ Departure Place _____

Return Date _____

Pre-Trip Meeting: No ____ Yes ____ When _____ Where _____ Time ____

Pertinent Data:

****Your signature below agrees to the following:** I have read the statement on the reverse side of this document, and I acknowledge that I am acquainted with the dangers and risks of this trip. I, also, am of the appropriate skill level and physical condition to undertake the rigors of this trip. If I have any doubts of my physical or medical condition, I will seek medical advice. **I have made a careful decision that I am willing to accept and assume all risks.**

Additionally, I have read the information on personal vehicles and understand that if I drive my own vehicle, I am responsible for my actions as well as providing proper insurance. I understand that ISU is not responsible for the safety of personal vehicles, nor does it provide insurance. I also understand that personal medical insurance is not provided and I am responsible for obtaining proper personal insurance coverage.

I will not, nor will any of my heirs, hold the State of Idaho, Idaho State University, ISU Student Union Outdoor Program and their employees and volunteers and other participants liable for any injuries or death or property loss. It is my specific intent and purpose to release, to indemnify, to hold harmless, and to forever discharge the State of Idaho, ISU, the ISU Student Union Outdoor Program, and their employees and volunteers, from all claims, demands, actions, or causes of action on account of my death or on account of any injury to me which may occur from my participation therein, as well as all activities incident thereto.

	Name (please sign)	Today's date	Phone	Can you bring your car?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

BEFORE SIGNING, CAREFULLY READ REVERSE SIDE

IMPORTANT INFORMATION ABOUT THIS TRIP—PLEASE READ BEFORE SIGNING

Common Adventurer: It is important that you understand that you are participating in this trip as a common adventurer. This means that you are aligning yourself with a group of people to share a common adventure or joint enterprise. The expenses of this trip are shared among all members. There are no paid guides. Any instruction or advice provided by any member of the group is given gratuitously in a spirit of cooperation. Members of the group do not hold one another or others liable for accidents.

On a common adventurer trip, everyone is expected to share in the responsibilities of the trip. The trip initiator (the person who posted the sign-up sheet) simply gets the idea for the trip off the ground. The rest of the group is expected to help plan, organize, cook, wash, load and unload vehicles, buy food, clean up equipment afterwards, etc. The success or failure of a common adventurer trip rests not in the hands of the trip initiator, or the ISU Outdoor Program, but rather in the hands of everyone that participates on the trip.

Any person is welcome to put up a common adventurer sign-up sheet and anyone who has sufficient experience required for the particular trip is welcome to sign up. The sign-up sheets on the trip bulletin board in the Outdoor Program work like a "ride board" that is commonly available on many college campuses. The "ride board" enables drivers and riders who are going to the same destination to get together. Drivers are able to find someone to share gas expenses and help with the driving and, at the same time, riders are able to find a way of reaching his/her desired destination. Common adventurer sign-up sheets, in turn, provide a means of getting people together to participate in an outdoor trip that might not have been possible if they had tried to do it alone. Idaho State University, then, simply provides a place for such trips to be initiated and has no responsibility for the safe conduct of the trip, nor does it officially sponsor such trips.

Risks: Please understand that when you participate in activities in the wild outdoors, you are risking your physical being. It is, however, impossible to list all of the dangers involved in this trip. The eventualities of injuries or death are so diverse that no one can second guess everything that can go wrong. Before you go on the trip, you should become informed as much as possible about the inherent dangers and make sure that you are adequately prepared with the proper skills and equipment to minimize these dangers. Here are only some of the possibilities:

You can develop illness or die from: polluted water, spoiled food, improperly washed eating utensils; snake or other animal bites, and personal health complications such as strokes, appendicitis, etc.

You can also sustain injuries or die from: falling off cliffs; slipping and falling off wet or mossy boulders or trees; being caught in avalanches or flash floods; colliding with a vehicle, boat, rock, log, or tree; hit by lightning; hit by rocks falling in the mountains or canyons; attacked by bear, moose, or other wildlife; falling from faulty equipment such as fraid ropes; falling and receiving injuries from such climbing tools as ice axes, crampons, etc.; becoming entrapped in a kayak, raft, or canoe against a river boulder; entrapped in river hydraulics; falling through snow into underground streams; falling into streams or rivers and drowning; flipping boats in rapids, as well as many other possibilities.

The one important thing you should remember is that this trip is in an area far from medical attention. Help and evacuation can be days away. Often rescue, if possible, is difficult and expensive. If you must be rescued, you will be expected to bear the costs of the rescue.

Please do not go on this trip if you think it is perfectly safe. It is not. You and your fellow companions are expected to use common sense and make it safe for yourself and others. **Participate voluntarily and participate at your own risk.**

Responsibilities: In a common adventurer trip, you have very important responsibilities. These responsibilities include, among others: taking care of any personal medical concerns before trips and notifying other members of the group of potential medical or other problems, finding out the difficulty of the trip and realistically evaluating your abilities, learning about and obtaining proper clothing and equipment, obtaining proper insurance, finding out about risks and making careful decisions about participating in the trip and aspects of it, and helping in every way to make the trip safe for you and your companions.

Personal Vehicles and Insurance: If you drive or provide your own motor vehicle for transportation for the trip, you are responsible for your own acts and for the safety and security of your vehicle and those who ride with you. As a driver, you are **not** covered by insurance through Idaho State University. If you are a passenger in a group member's vehicle, Idaho State University is not responsible for the safety of such vehicle, nor does it provide any insurance coverage.

No personal medical insurance is provided. **It is your responsibility to obtain proper personal medical and injury insurance.**

IDAHO STATE UNIVERSITY OUTDOOR PROGRAM

Statement of Risks and Liability Release for Workshops & Classes

IMPORTANT NOTE: BEFORE SIGNING, READ CAREFULLY THE STATEMENTS ON FRONT AND BACK OF THIS PAPER. DO NOT SIGN-UP UNTIL YOU FULLY UNDERSTAND THE STATEMENT AND THE RISKS OF THIS CLASS. IF YOU HAVE ANY QUESTIONS, PI EASE DO NOT HESITATE TO ASK.

Name of Workshop/Class or Event _____

Dates _____

Pertinent Data:

****Your signature below agrees to the following:** I have read the statement on the reverse side of this document, and I acknowledge that I am acquainted with the dangers and risks of this class or workshop. I, also, am of the appropriate skill level and physical condition to undertake the rigors of this class. If I have any doubts of my physical or medical condition, I will seek medical advice. **I have made a careful decision that I am willing to accept and assume all risks.**

Additionally, I have read the information on personal vehicles and understand that if I drive my own vehicle, I am responsible for my actions as well as providing proper insurance. I understand that ISU is not responsible for the safety of personal vehicles, nor does it provide insurance. I also understand that personal medical insurance is not provided and I am responsible for obtaining proper personal insurance coverage.

I will not, nor will any of my heirs, hold the State of Idaho, Idaho State University, ISU Student Union Outdoor Program and their employees and volunteers and other class members liable for any injuries or death or property loss. It is my specific intent and purpose to release, to indemnify, to hold harmless, and to forever discharge the State of Idaho, ISU, the ISU Student Union Outdoor Program, and their employees and volunteers, from all claims, demands, actions, or causes of action on account of my death or on account of any injury to me which may occur from my participation therein, as well as all activities incident thereto.

DO NOT SIGN UNLESS YOU HAVE CAREFULLY READ AND UNDERSTAND WHAT YOU ARE SIGNING!!

1. Name (sign) _____ Date _____
   Name (print) _____ Phone _____
2. Name (sign) _____ Date _____
   Name (print) _____ Phone _____
3. Name (sign) _____ Date _____
   Name (print) _____ Phone _____
4. Name (sign) _____ Date _____
   Name (print) _____ Phone _____
5. Name (sign) _____ Date _____
   Name (print) _____ Phone _____
6. Name (sign) _____ Date _____
   Name (print) _____ Phone _____
7. Name (sign) _____ Date _____
   Name (print) _____ Phone _____
8. Name (sign) _____ Date _____
   Name (print) _____ Phone _____

BEFORE SIGNING, CAREFULLY READ THE STATEMENT ABOVE AND REVERSE SIDE

63

DO NOT SIGN UNTIL YOU HAVE CAREFULLY READ THE FOLLOWING INFORMATION:

Risks: Please understand that when you participate in activities in the outdoors or indoor physical activities, you are risking your physical being. It is, however, impossible to list all of the dangers involved in this activity. The eventualities of injuries or death are so diverse that no one can second-guess everything that can go wrong. Before you participate, you should become informed as much as possible about the inherent dangers and make sure that you are adequately prepared with the proper skills, equipment and adequate clothing to minimize these dangers. Here are only some of the possibilities:

You can become ill or die from: polluted water, spoiled food; improperly washed eating utensils, snake, insect, or other animal bites, exposure to heat or cold, personal health complications, i.e., strokes, appendicitis, etc.

You can also sustain injuries or die from: slipping and falling in the gym or pool; receiving injuries from exercising or using weight lifting equipment, or other fitness equipment or facilities; falling off cliffs; slipping and falling off wet or mossy boulders or trees; being caught in avalanches or flash floods; colliding with a vehicle, boat, rock, log, or tree; hit by lightning; hit by rocks falling in the mountains or in canyons; attacked by bear, moose, or other wildlife; falling from faulty equipment such as fraid ropes; falling and receiving injuries from such climbing tools as ice axes, crampons, etc.; becoming entrapped in a kayak, raft, or canoe against a river boulder; entrapped in river hydraulics; falling through snow into underground streams, spraining ankles; receiving deep cuts, blisters, and other wounds; receiving burns from hot fires, gas stoves, etc.; falling into streams or rivers and drowning; flipping boats in rapids, as well as many other possibilities. In addition, risks also include the loss or damage of personal property.

The one important thing you should remember is that some outdoor activities take place in areas far from medical attention. Help can be days away. Often rescue, if possible, is difficult and expensive. If you must be rescued, you will be expected to bear the costs of the rescue.

Please do not participate in this activity if you think it is perfectly safe. It is not. You and your fellow companions are expected to use common sense and make it safe for yourself and others.

Personal Medical Conditions: It is your responsibility to check with a medical doctor to see if you have any medical or physical conditions which might create a risk to yourself or others who depend on you. These conditions may include, but are not limited to, physical or medical disabilities; medication or drugs you may be taking; dietary restrictions; allergies or sensitivities to penicillin, insects, bees, horses, dust, hay, foods, etc. You should discuss any potential problems with the instructor prior to the class.

Use of Motor Vehicles and Insurance: Participating in this activity involves the use of motor vehicles. If you drive or provide your own motor vehicle for transportation to, during, or from the program site, you are responsible for your own acts and for the safety and security of your vehicle and those who ride with you. You will also be expected to accept full responsibility for the liability of yourself and your passengers. You are **not** covered by insurance through Idaho State University.

If you are a passenger in such a private vehicle, you should understand that ISU, ISU personnel, or volunteers are not in any way responsible for the safety of such transportation and that ISU insurance does not cover any damage or injury suffered in the course of traveling in private vehicles.

No personal medical insurance is provided. **It is your responsibility to obtain proper personal medical and injury insurance.**

Participation is Voluntary: ISU Outdoor Program workshops and classes are not required, nor is any specific activity within a class required. If you feel a particular part of the class is beyond your ability or if you feel it has some risks you are not prepared to accept, you should simply feel free not to participate in that aspect. It is your responsibility, however, to constantly evaluate class activities and make careful decisions whether or not to participate. **Participate voluntarily and participate at your own risk.**

Your Responsibilities: In order for this class to be safe, it means that you need to take on some very important responsibilities. These responsibilities include: taking care of personal medical concerns prior to participating, realistically and honestly evaluating your abilities, finding out about and obtaining proper equipment and clothing for the class, obtaining proper insurance, finding out about risks and making careful decisions about participating, and helping in any way possible to make the class safe for you and others.

confusion of words which make up most legal documents, the release language on the sample sheet is largely decipherable.

The forms are lengthy, which is necessary to get all the information across to the participant. In fact, when using regular size type, it is necessary to print the forms on legal- size paper. The use of legal-size paper and regular-size type (point size of 12) is recommended since small type falls into the hazy area of "fine print" and may mar the defense of an outdoor program in a liability suit. The lengthy nature of the form is the last area that could be challenged by a potential plaintiff. To counter such a challenge--and yet include sufficient information--the form has been designed with a summary statement on the front and detailed information on the back. No plaintiff can reasonably argue that the front side statement is too long and complicated. In addition, the signee is repeatedly reminded to read the information on the reverse side.

Pre-trip Meetings

Pre-trip meetings are a very important part of the common adventure trip process--or any other model of outdoor programming trips for that matter. Pre-trip meetings may not be necessary for short afternoon or day trips, but are highly important for any overnight or longer trip.

It is at the pre-trip meeting where potential participants can find out all the details of the trip. After learning who is on the trip, the difficulty of the trip, equipment requirements, etc., some individuals may decide not to go. There is no problem with people who decide to drop out. In fact, participants should be encouraged to look closely at trips and make careful decisions whether or not to go. This freedom to drop at any time should be a tenet of any program and nurtured endlessly. The idea--and it will help lessen liability--is to put responsibility for making choices on the participants' shoulders. Participants should never be enticed on a trip. They should voluntarily want to participate.

It's also at the pre-trip meeting where everyone becomes involved with the trip. A "trip initiator" posts the sign-up sheet, but now all participants start working together and sharing responsibilities to get the trip off the ground.

Some individuals of the group may go out and rent group equipment, such as rafts. If the group has decided to prepare group meals, another individual may purchase group food. They may also decide it's easier for individuals to bring their own food. But the important thing is that these decisions are made by the group--not solely by the trip initiator. The initiator may have some good reason for going with group cooking and the group will probably go along. The end result is that it is a consensus ultimately reached by the group.

The more extensive the trip, the longer and more involved the pre-trip meetings are. Some extensive trips may require a series of pre-trip meetings for proper planning.

Transportation

Transportation arrangements are always a big part of trip planning. The most common procedure is for groups to decide who among them have vehicles. Members of the group can then car pool and share the gas expenses.

There are many options on how to share the gas expense. Each group may work it a little differently. One practical way of sharing the gas expenses is for one person among the group to serve as a "treasurer." It is best to choose someone other than the trip initiator to spread out the responsibilities. The treasurer collects an agreed upon amount at the onset of the trip from everyone. Each time the group stops to fill up vehicles at a gas station, the treasurer takes care of payment. The method has an advantage over where the people in each vehicle split up the expenses among themselves. In this way, the two people who are driving a pick-up full of the group's rafts won't end up paying more than a van full of nine people.

Driving to and from trip locations can be the most dangerous part of any trip. Drivers should be encouraged to drive with great care. Some programs also include a vehicle liability and insurance statement on the sign-up sheet as a precaution to remove the institution's liability.

Leadership of the Trip

The idea of democratic leadership of common adventure trips has been discussed to some degree in the Approaches to Outdoor Programming: Four Models Chapter. In practice, leadership on a common adventure trip becomes an autocratic-democratic mix, where certain individuals with greater experience will exert a greater degree of influence in decision-making in certain situations. For instance, if someone is hurt, an EMT or a person with advanced first aid would be the appropriate person to assume a position of leadership. If a vehicle is broken, a person with mechanical experience is relied upon by the group to help them decide how to proceed.

Natural leaders during the course of the trip will emerge to help guide the other members. In example after example from day trips to extensive expeditions to remote wilderness areas, this form of leadership has been shown to work. To be sure this system has its share of problems. No form of leadership can prevent wrong decisions from being made, but wrong decisions are not made at any greater frequency than in purely autocratically led trips. Bill March, who was the leader of the first successful Canadian Everest Expedition, has drawn some interesting leadership conclusions from the climb. Prior to the time when a number of expedition members left the mountain, leadership of the large group, out of necessity, was conducted autocratically. March largely attributes the expeditions's later success to when the remaining group became common adventurers and all shared in the leadership responsibilities.[1]

For more about the subject of leadership, Steve Leonoudakis of the University of California, San Francisco has prepared some excellent material which is listed in the chapter notes.[2]

Environmental Impact

A group should always be encouraged to follow acceptable practices on trips to minimize environmental impact. College outdoor programs have always been leaders in calling attention to the need to treat the outdoor environment with care and should remain in that leadership role. Plenty of information is available in other sources concerning the topic.[5]

Food Planning

Food needs for trips can be approached in one of two methods--as a group or as individuals. This decision should be made at the pre-trip meeting. On some types of trips, it may be easier to cook as a group. On river trips groups will commonly combine for the cooking. Delectable dutch oven meals complete with baked deserts can be prepared far more easily as a group. On the other hand, a backpacking group may decide to go individually or to divide into smaller groups of two or three. Each of the sub-groups brings along a small campstove and food. The procedure is simpler and more efficient for low impact backpacking trips.

CHAPTER NOTES

[1]Bill March's comments were made at the 1984 Conference on Outdoor Recreation, Bozeman, Mt., November 1984.

[2]Steve Leonoudakis, "Leadership," *Proceedings of the 1984 Conference on Outdoor Recreation* (Pocatello, Idaho: Idaho State University/1984; Conference on Outdoor Recreation Steering Committee, 1985), p. 71.

[3]A good reference to minimal environmental techniques is John Hart, *Walking Softly in the Wilderness: The Sierra Club Guide to Backpacking*(San Francisco: Sierra Club Books, 1977).

OTHER NOTES

For a thorough discussion on how common adventure planning works in a specific activity see: Ron Watters, *The Whitewater River Book* (Seattle: Pacific Search Press, 1980), pp. 154-162.

CHAPTER VIII

PROMOTION AND ADVERTISING

A well-thought-out promotional plan can do much to increase participation in the offerings of the program. A variety of free and inexpensive options are available. Here are some ideas:

Agency Newspapers

A student or agency newspaper or newsletter is an obvious place to promote events. Upon establishing a good relationship with the editor, it may be possible to write a weekly column of outdoor program news. Even without a column, providing newspaper editors with information about events and activities is an effective means of reaching the desired population.

Posters

Posters can range from hand lettered pieces of typing paper to four colored lay-out prints produced in large quantities by a printer. Some programs may have access to a poster shop and for a nominal fee posters are printed and distributed. Poster styles and colors need to be changed frequently. Posters advertising one event shouldn't be up for more than a few weeks. It's human nature that when a person gets used to seeing the same thing day after day, he/she stops noticing its content.

Displays

Displays in windows, on bulletin boards, and on easels placed in heavily travelled hallways can be effective. Photographs from recent trips or colorful photos cut out of outdoor magazines will help make the display interesting. Some programs will make displays with outdoor equipment (canoes, paddles, packs, etc.) to give it more appeal. Like posters, displays should be changed from time to time to keep from growing stale.

Brochures

Nicely designed brochures describing the program are particularly handy to have at the beginning of new seasons. While many brochures end up in the waste basket, some will be eagerly read by individuals who will become future participants. It is a wise idea from a liability standpoint when deciding upon the text of brochures to include a statement about risks of trips (see the Liability Chapter for details).

Slide Shows and Videos

With a selection of slides that participants have taken on outdoor program trips, an introductory slide show can be put together. The program can be shown at orientation functions, in dormitories or at other gatherings. More than any other form of media, a well-done show with music can help portray the feeling of good times and the fun and excitement of the program.

Videos can also be utilized the same way as slides. With video cameras and editing facilities available on campus, an array of programs for promotional and educational purposes are possible. The availability of 3/4" video footage is an asset when dealing with commercial television stations that are interested in covering some of the functions of the program.

Calendars and Newsletters

A periodic calendar or newsletter is a common method of promoting events. The newsletter can be as simple as one or two pages of mimeographed information or as involved as an artistically designed published newsletter/calendar combination. A mailing list with the names of interested individuals helps get the calendar to the right places. Because of the transience of many outdoor programs participants, mailing lists are best reviewed each year and old addresses deleted.

Community Newspapers

Community newspapers welcome press releases of outdoor program activities that are open to the general public. Many campuses have a news bureau that will prepare news releases for distribution in the community. It is helpful to try to establish a relationship with a reporter who takes an interest in outdoor activities. He or she may want to do some outdoor features on some of the highlights of the outdoor program.

Greatly enhancing the relationship between a program and a community newspaper is a file of a large number of black and white photos of program activities. Action photos with people in outdoor settings, when provided as supplements to press releases, are rarely ever turned down. Most newspaper editors like having outdoor photos to help dress up the paper. In turn, a newspaper article

which has an accompanying photograph is more eye-catching and seen by more people.

Radio

If informative programs open to the public are free, outdoor programs can ask radio and television stations to do public service announcements (PSA's). These short 15 or 30 second statements are required by the FCC to be read over the radio as a community service. Friendly announcers at radio stations may even help prepare PSA's with sound effects and background music.

Usually, PSA's are typed on a sheet of paper or index card, duplicated and sent out to all of the near-by stations. Some radio stations will use regular press releases and adapt them for use on the air. But a PSA which is prepared specifically for radio will be appreciated and will appear on the radio more often than a newspaper press release.

Television

Though it is the hardest to tap, television can be extremely effective. It is a good idea to keep the local and educational stations on the list of places where press releases are regularly sent. Reporters at stations use press releases to help determine what stories they choose to cover for the day. If there is a lot of hard news, outdoor program events will take a back seat. But on other days, an outdoor program story may be just what a reporter needs. Outdoor stories are visual--people climbing rocks, canoeing, running rivers, skiing--and it is the visual nature which makes them attractive to show on the air. Some reporters have been so interested that they have gone along on outdoor program trips with cameras and produced local documentaries.

After a reporter runs a news story, ask if he/she doesn't mind copying the story on a 3/4" blank tape that you supply. A collection of re-edited stories on the tape can be used to make non-commercial promotional videos about the program.

Word of Mouth

Word of mouth and personal contact are still the best way of interesting individuals in the outdoor program. With multi-media slide shows, computerized mailing lists and television stories, this old-fashioned way of promotion is easy to forget. Talking to people and sharing enthusiasm for the program and up-coming events will go a long way to generating true and lasting interest in what the program has to offer. Outdoor Programs serve an important function in our increasingly technological society in providing a means for people to relate on a personal one-to-one basis. Individuals working for an outdoor program can facilitate that process by making it a primary part of its promotion.

CHAPTER IX

OPERATION OF AN OUTDOOR EQUIPMENT RENTAL CENTER

One of the off-shoots of the evolution of outdoor programs has been the development of outdoor equipment rental centers. In most cases the program and the rental center are all the same program. Some sponsoring agencies or institutions, however, separate the two into distinct entities or departments with their own autonomy and staff.

While it is possible for a rental center to generate income to help subsidize the programming portion of an outdoor program, it should be recognized that many rental centers are self-supporting at best. The fact that rental centers may not be a revenue generator shouldn't prevent a program from starting a rental operation. On the contrary, the availability of rental equipment is of immeasurable value in running any activities program. Without rental equipment, many participants simply could not participate in outdoor program trips.

Assessing Needs

A wise first step in establishing a rental center, according to a paper prepared by the University of Idaho Outdoor Program, is to build a solid program of activities. "A program that is all equipment and no trip may not experience much success. If students have no way of getting out on trips and, more importantly, no introduction to new activities, the rental program will be used very little. Once a program is off to a good start and if monies are available, then it is time to assess the equipment needs."[1]

The types of trips that are popular in an outdoor program, to a large extent, are determined by the recreational resources available nearby. If a whitewater river is nearby, rafting and kayaking (and canoeing, particularly in the east) are apt to be popular. If there's plenty of snow in the winter, cross-country skiing will receive a lot of interest. Based on popular activities, a wish list should be developed listing all the items of equipment needed in the rental center. Then, using mail order catalogs, add prices along with equipment to the wish list. The total cost will add up rapidly, but the list provides one with a starting point.

Looking at the list, establish priorities for items that are needed most. Consider giving the higher expense items a higher priority, i.e. canoes, rafts, sailboards, etc. Because of high initial investment, many individuals will not be able to purchase these items for themselves and will need to rent them.

Then, based on how much money is available, purchase those items which are high priority and yet fit within financial boundaries. Start slowly and gradually build up an inventory of equipment.

Maintenance

Depending on the type of equipment rented, maintenance and repair of equipment can be a monumental task. The personnel working in a rental center must have the skills to do the work. Not only is poorly maintained rental equipment a shoddy practice, but it invites legal action. Because of maintenance, employees need training and guidance, which takes time. Time is costly when people are on salaries. A program must constantly evaluate the actual cost of the operation in comparison to its revenue. Without such an analysis, costs can quickly out-price revenues, making a rental operation a very expensive part of a program.

Facilities

When deciding upon facilities for a rental center, look for someplace with plenty of room. Canoes, rafts, sailboards and other outdoor equipment need a tremendous amount of storage space. Space is also needed for repair work on the equipment. It is convenient to have a work bench with a selection of tools for periodic maintenance work. Easy access to outside loading areas is also an important consideration. Double doors leading directly out of the storage area will facilitate the removal and return of large, bulky items.

Setting Rental Rates

A rental fee should be established with the idea that, over a period of time, the cost of a particular piece of equipment, its maintenance and a share of the overhead cost of the rental operation is recouped. Rates vary widely from place to place depending on the types of equipment and the demand and need to generate revenue. In a university setting, the usual practice is to set up separate rate schedules for students and nonstudents.

On expensive items, most rental operations require a deposit. The deposit provides extra assurance that the piece of equipment will be used properly as well as returned in a clean condition. Water related items, such as rafts or canoes, sometimes have to be pulled across the mud and sand and requiring items to be returned clean greatly reduces the work and overhead of the rental center.

For the purpose of comparison, the following charts list various prices of a cross-section of rental operations. Note that the rental rates for such items as skis

and canoes are offered in a package price (a package of skis, poles, boots--or a package of canoe, paddles, lifejackets).

COMPARISON OF RENTAL RATES FROM SELECTED RENTAL SERVICES
TABLE A

ITEM	Iowa State University Ames,Iowa*		Texas Tech.University Lubboch, Texas**	
	Student day fee	Non-Student day fee	1-3 days fee	4-7 days fee
Canoes	4.00	5.00	15.00	25.00
Canoe Trailer	4.00	5.00	NA	NA
Kayaks	4.00	5.00	NA	NA
Sailboat (minifish or sunfish)	4.00	5.00	30.00	60.00
Sailboard	NA	NA	30.00	60.00
Row Boat	4.00	5.00	12.00	22.00
Inflatable rafts	NA	NA	30.00	60.00
Tents-Large family	NA	NA	6.00	12.00
Tents-4 person	2.00	2.50	4.50	9.00
Tents-2 person	2.00	2.50	3.50	7.00
Sleeping Bags	1.50	2.00	2.50	5.00
Backpacks	1.00	1.25	2.00	4.00
Daypacks	.50	.75	1.00	2.00
Doluth Packs	1.00	1.25	NA	NA
Cross Country Skis	4.00	5.00	5.00	9.00
Alpine Skis	7.00	8.00	8.00/day	8.00/day
Snow Shoes	.75	1.00	3.00	6.00
Stove-Coleman 2 burner	1.00	1.25	2.00	4.00
Stove-small backpack	.75	1.00	1.50	3.00
Fishing pole	.50	.75	1.00	2.00
Fly Rod	.50	.75	2.50	5.00
Dutch Oven	.50	.75	1.00	2.00
Coolers	1.00	1.25	1.00	2.00

*Weekend rates are 2 x day fee / weekly rates are 5 x daily rate / 10 days are 7 x daily rate / 2 weeks are 10 x daily rate / 1 month is 22 x daily rate

**Equipment rates are for students, faculty and staff.

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COMPARISON OF RENTAL RATES FROM SELECTED RENTAL SERVICES
TABLE B

ITEM	Mountain Home Air Force* Base, Idaho	
	day fee	week fee
Boat with Motor	10.00	40.00
Boat Trailer	2.00	8.00
Tents-2 person	1.50	6.00
Tents-4 person	2.50	10.00
Sleeping Bags	.75	3.00
Back Pack	.75	3.00
Day Pack	.50	2.00
Cross-Country Skis	3.50	14.00
Alpine Skis	6.00	24.00
Snow Shoes	.75	3.00
Ice Skates	.75	3.00
Stoves	.75	3.00
Lantern	.75	3.00
Fishing Rod and Reel	1.00	4.00
Cooler	1.25	5.00
Cots	.75	3.00
Utility Trailer	5.00	30.00
Log Splitter	12.00	

*Other equipment is available and is supplied on organized trips through the Outdoor Adventure Program.

COMPARISON OF RENTAL RATES FROM SELECTED RENTAL SERVICES
TABLE C

ITEM	Illinios State Univ. Normal, Ill.			Mankato State Univ. Mankato, Minn.		
	Student 1-3 days	Faculty 1-3 days	Student 4-7 days	Student day	Non-student day	Student week
Canoes	4.00/day	8.00/day	4.00/day	6.00	7.50	35.00
Car Carrier	1.00	3.00	2.00	1.00	1.25	5.75
Tents 1-person	3.50	9.50	7.00	2.50	3.00	15.00
Tents 4-person	4.50	10.50	8.00	3.50	4.25	19.50
Tents 8-person	6.00	12.00	11.50	NA	NA	NA
Sleeping Bags:						
(3 season)	1.50	3.50	3.00	1.50	2.00	8.00
(winter)	2.00	5.00	4.00	2.00	2.50	11.50
Back Pack	3.00	4.00	5.00	1.50	2.00	8.00
Day Pack	.75	2.25	1.50	NA	NA	NA
Duluth Pack	NA	NA	NA	1.00	1.25	5.75
Bicycle	NA	NA	NA	2.50	3.00	11.50
Handlebar Bag	1.50	3.50	3.00	.50	.75	2.25
Panniers	2.00	5.00	6.00	1.50	2.00	8.00
Cross-country skis	3.00	6.50	8.00	4.00	5.00	22.00
Snowshoes	NA	NA	NA	2.00	2.50	11.50
Ice Skates	1.00	2.75	3.00	NA	NA	NA
Toboggans	1.00	3.00	3.00	1.00	1.25	5.75
Stoves:						
Coleman 2 burner	2.00	4.00	3.00	NA	NA	NA
Backpack Stove	1.50	3.50	3.00	2.00	2.50	11.50
Fishing Pole	1.00	3.00	2.00	NA	NA	NA

COMPARISON OF RENTAL RATES FROM SELECTED RENTAL SERVICES
TABLE D

ITEM	Washington State Univ. Pullman,Wa.			University of California Davis,Ca.		
	student day	non-student day	student week	student day	non-student day	student week
Canoes	13.00	17.00	40.00	16.00	18.50	48.00
Kayaks (sea)	13.00	17.00	40.00	16.00	18.00	48.00
Kayaks (whitewater)	7.00	10.00	20.00	16.00	18.00	48.00
Dinghy	NA	NA	NA	9.25	12.00	28.00
Sailboards	13.00	17.00	40.00	18.50	21.25	56.00
Paddle Rafts(16')	20.00	40.00	80.00	NA	NA	NA
Oar Rafts(16')	25.00	50.00	100.00	NA	NA	NA
Tents(2person)	3.00	4.00	10.00	6.00	7.50	18.00
Tents(4person)	5.00	6.00	14.00	9.00	10.75	28.00
Sleeping Bags	1.00	2.00	4.00	4.00	5.00	12.00
Backpacks	2.00	3.00	6.00	4.00	5.00	12.00
Cross-country skis	5.00	6.00	16.00	6.00	7.50	18.00
Alpine skis	9.00	11.00	26.00	NA	NA	NA
Snowshoes	4.00	5.00	12.00	4.00	4.75	12.00
Stoves(backpack)	1.00	1.00	2.00	2.00	2.75	6.00
Crampons	1.00	2.00	4.00	2.75	4.00	8.00
Ice Axe	1.00	2.00	4.00	2.75	4.00	8.00
Helmets	1.00	2.00	4.00	2.00	2.75	6.00
Wetsuit Jackets	3.00	4.00	10.00	NA	NA	NA
Wetsuit (FarmerJohns)	3.00	4.00	10.00	NA	NA	NA

CHAPTER NOTES

[1]"Equipment Rental Programs: An Analysis" (Moscow,Idaho: University of Idaho Outdoor Program, n.d.).

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CHAPTER X

LIABILITY

This chapter provides a broad introduction to the problem of liability, along with a specific list of practical suggestions that can be instituted by a program to help minimize liability risks. The suggestions are based on the work of a number of individuals who have conducted exhaustive legal research. It is suggested that the references which are included in the chapter notes be read to give one a broader background of knowledge from which to work.[1]

The Spectre of Liability

Liability of outdoor programs continues to be the greatest concern among administrators and professionals in the outdoor field. In some ways, the concern has had some beneficial influences in the correction of shoddy, poorly-conceived operations. But the fear of liability has gone far beyond reason. Some administrators, so paralyzed by the thought of liability, won't even allow well-thought-out programs with experienced, qualified staff to get off the ground.

Such fears are mostly unfounded. Little documented evidence exists that high risk outdoor activity programs are great liability risks.[2] Since liability is a part of life, however, a director of a program must be prepared to deal with litigation should it occur. Individuals involved in outdoor recreation programming, according to one attorney, "cater to the interests of a diverse set of clients . . . . All of the clients, however, have one thing in common . . . they and their families are potential plaintiffs; and those with special knowledge or skills who provide the recreational services that they want or need are potential defendants."[3]

Basic Terminology and Legal Procedures

It is helpful to look briefly at legal procedures and terminology before getting deeper in the topic of liability and outdoor programming. As a hypothetical case, a participant by the name of J.D. is on an institution's outdoor program trip. He is injured on the trip and decides to sue.

LIABILITY

Legal action commences when J.D. finds an attorney to file a *complaint.* A complaint is a legal document, filed with the court clerk that lists the names of the parties involved, alleges the wrong wrought upon J.D. and asks for some dollar amount of damages to compensate J.D. Since J.D. inintiated the action, he is called the *plaintiff.* The institution and whoever J.D. names in the complaint are *defendants.*

The complaint and a *summons* which notifies the defendant how long he/she has to reply to the complaint are usually delivered in person by a law officer to the person at the institution named in the complaint. An attorney for the institution must file an answer which denies the various allegations in the complaint along with the reasons why.

Various *motions* can be filed depending on the strategy of the attorneys involved. At any time after the complaint is received, attorneys for both the defendants and the plaintiff can meet and, with approval from their clients, agree upon an out-of-court settlement.*

In most cases, the process that occurs after the complaint is served is called *discovery*, which is the gathering of evidence and facts about the case. A common form of discovery is a *deposition*, where an attorney questions the opposing party in the presence of their attorney or selected witness. Depositions are recorded and typed up in the form of a document. Discovery also occurs through *interrogatory*, in which questions are requested in writing as opposed to being asked verbally during a deposition. Thus, the attorneys for both parties put together the facts of the case through depositions, interrogatories, or other forms of discovery, in order to prepare for court. Before going to court and when facts have been assembled, an attorney can motion for a *summary judgment.* A summary judgment, if decided in favor of the defendant, stops the case (unless it is appealed) from going through expensive court proceedings. Once all the motions are decided upon and the case has not been stopped, it continues on to a jury trial.

Each institution must weigh the merits of the case and often the outdoor program director will have little say in the matter, but it is highly recommended that the director do everything he/she can to encourage officials of the administration to fight such cases on the matter of principle. When dealing with an administration that seems bent on taking the cheaper way out, it might be possible to rally public and student support and create a legal defense fund to pick up the expenses.

Tort Liability

A tort is interference with a person to cause injury.[4] Tort liability is the type of law which would apply in cases involving outdoor programs. The injury may

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*Out-of-court settlements are common in liability cases. For instance, it may cost the institution $3,000 in attorney fees to defend a case against the outdoor program. The plaintiff's attorney may be happy to settle for $1,500. This stratagem on the part of an attorney, unfortunately, is employed frequently by many so-called "ambulance chasers." These attorneys will put in an hour or two of preparing and filing the proper forms with the anticipation that the defendant upon evaluating the cost of his defense will agree to pay a lesser out-of-court settlement.

be in the form of injury to property, injury to the person or other injury by the negligence of another. In order to win a liability case, a plaintiff must prove the existence of four essential elements of tort law.[5]

1. A "duty" was owed by the outdoor program to provide protection to the plaintiff.

2. An agent of the outdoor program "breached" this duty and failed to provide a standard of care expected of him/her.

3. The negligent act of the outdoor program's agent was the "proximate" or direct cause of injuries or damages to the plaintiff.

4. The plaintiff did, in fact, receive injuries or damages.

A plaintiff, with supporting evidence, must prove all four of the above in order to recover damages. If a plaintiff can prove only one or two, the defendant wins. The plan to minimize liability which is established by an outdoor program, thus, largely centers around these elements of tort liability.

It should be noted that liability can't be prevented. Anyone can file a complaint. The idea is to develop an arsenal of as many arguments as possible in the program's favor. A suggested way of doing so is explained in the next section. The more arguments the judge or jury have to pick from, the better the program's position. The court may not buy some of the arguments, but it may be one argument out of the arsenal that they do buy which is the key to winning.

Suggestions for Minimizing Liability

The following procedures are not difficult to institute in an outdoor program setting. Other sources, particularly those that are removed from the pragmatic aspects of running a program, make a lot of well-intentioned suggestions, but they are often impractical. Most of the suggestions from the sources deal with setting up procedural plans and rules. The problem lies with the impracticality of trying to follow the same rules and procedures in planning and conducting every trip. Also, if such procedural plans exist, a plaintiff's attorney will obtain them, search them with a fine tooth comb and find an obscure procedure that wasn't followed.[6] It also should be noted the sample trip sheets found in the "Outdoor Trips Chapter" are an important part of a program's liability plan. The sheets have incorporated applicable portions of the following suggestions.

The suggestions are:

1. Carefully formulate the objectives of the program. Goal formulation in relation to liability is explained in detail in the Defining Goals and Objectives Chapter.[7]

2. Go out of the way to disclose that risks exist on outdoor program trips. Include information about risks on the sign-up sheet and on brochures published by the program. Place a colorful sign on the trip board. Include information about risks in any pamphlets or letters describing trips. Talk about risks at pre-trip meetings.

   The fact that a plaintiff freely undertook the activity when knowing of the risks is a strong and essential defense for a program.[8] But in order for the defense to be valid, two points are important: (a) the participant must understand the risk, and (b) the participant must freely choose to assume the risk (see #5).

3. Emphasize through program literature--brochures, schedules, etc.--that the outdoor program does not assure the safety of participants. Remind individuals that they are participating at their own risk. The more the fact is emphasized the less is the "duty" of the program.[9]

4. Have available in the program's resource center additional magazines and, particularly, how-to-books on the activities which are offered through the program. Make a note in brochures, bulletin boards and sign-up sheets that literature on the risks and safety procedures of the program's activities is available. Providing such information shows the court that the program is doing everything possible, including the provision of literature, to help participants make informed decisions about participating in trips.[10] (See Facilities, Resources and Activities Chapter for information about setting up a resource center).

5. Avoid pressuring, cajoling or requiring someone to go on a trip.[11] A program's liability exposure increases greatly when a certain trip is required as part of a class. The fact that a plaintiff undertakes trips voluntarily is a strong defense. This very point was one of the primary reasons a judge, citing no "duty" was owed, ruled in favor of an institution in a recent case against an outdoor program.[12]

   Along the same lines, avoid requiring participation in all parts of a class or a trip. If participants feel any portion of a trip or class is beyond their ability or has greater risks than they want to accept, they should feel free to not participate in that aspect. Encourage participants to do their own thinking and evaluation by written reminders on sign-up sheets and release forms as well as vocal reminders.

6. Avoid making trips sound as if they are all fun and there is little danger. Avoid making assurances that everything on trips will be safe and participants will be well taken care of. Particularly watch the wording of program brochures. According to one author: "In your attempts to sell prospective participants on the advantages of your programs, do not promise too much. You may become liable by virtue of the extraordinary claims, promises or guarantees . . . ."[13]

7. Include release language on sign-up sheets. Though releases are not a guarantee to liability immunity, they do occasionally stand up in court.[14] Having a release might be the one defense that wins the case.

8. If possible, run trips as joint enterprises or common adventures.[15] To do so, five key elements are important: (a) Everyone, including the trip initiator, shares the expenses of the trip. (b) Everyone on the trip understands the fact that it is a common adventure trip and what this means. This can be accomplished by including the information on sign-up sheets, on the trip board and on brochures about the program. A special pamphlet primarily devoted to information on what a common adventure trip is can be prepared and made available to all trip participants. In addition, the common adventure idea can be explained through slide shows or videos and word of mouth. (c) Everyone on the trip has equal voice. This is accomplished by use of pre-trip meetings where everyone helps with the planning and preparation of trips, i.e, one person becomes the group's treasurer, another arranges food, another obtains equipment, etc., and by the use of democratic leadership on the trip itself. It also means the "absence of any relationship such as teacher-student or guide-tourist, etc." (d) Everyone understands the risks to be faced on the trip. (e) Everyone understands that one member of the outing may not hold the other liable.

9. In a common adventure trip program, make it clear to participants that such trips are not *sponsored* or *sanctioned* by the university. According to Betty Van der Smissen, who has authored a number of articles on outdoor liability, "When an activity is sponsored a duty arises between the sponsoring agency (and its employees) and the participants [author's emphasis]."[17] Make note of the non-sponsorship on sign-up sheets and bulletin boards. This point is a question of semantics. A plaintiff's attorney, of course, will argue the point, but a successful counter argument can be offered that the program is simply providing a place for people to come together and organize their own trips. The system works like a ride board, where the institution helps individuals with vehicles and individuals who need a ride to come together, but it doesn't sanction or sponsor the rides or riders.[18]

10. In any program model, whether it is common adventure or instructional or otherwise, place responsibility on the participants' shoulders by making them an integral part in the decision-making process before and during trips. Avoid becoming a guardian of the participants by laying out a series of rules they must follow. The more a participant is placed under the "control" of the outdoor program, the greater becomes the program's liability.[19] Conversely, the greater the responsibility of the participant, the greater his/her responsibility to shoulder the consequences when something goes wrong on a trip.[20] Include language on sign-up sheets or release forms placing responsibility on participants to do such things as informing other participants or instructors of health problems that could be a problem while on trips, obtaining and taking proper equipment and clothing on trips, honestly evaluating their abilities before undertaking more advanced trips, etc. (See sample sign up sheets in the Outdoor Trips Chapter.)

11. Hold pre-trip meetings, particularly for overnight or longer trips. The fact that pre-trip meetings are held indicates to the court that trips are not just thrown together haphazardly, and that advanced planning has taken place. It is at the pre-trip meeting where participants learn more information about the trip and they can make a more educated choice about whether or not to participate. Also in the pre-trip meeting they take on responsibilities for running the trip.

    Wetzel, in "Advisor Liability In Outdoor Recreation Programs," recommends a detailed list of items to be talked about at pre-trip meetings.[21] However, while such a list is a good idea, it may be impractical for trip initiators--or paid instructors for that matter--to try to cover all points every time a pre-trip meeting is held. It is far easier to emphasize three main points for trip initiators to cover: (a)How difficult the trip is. (This is a normal discussion topic at a pre-trip meeting, but it provides information to help participants make sure they don't get in over their heads.); (b) What equipment is needed. (This is another common topic at pre-trip meetings. Trip initiators can be helped greatly if the outdoor program provides mimeographed equipment lists of each activity.); and (c) A reminder at pre-trip meetings that the trip is dangerous. (This is a spoken reminder, in addition to all the written disclosures of risks, that serves as one more attempt to prewarn participants of the risks of trips.).

    These are three easily remembered points and when covered at pre-trip meetings provide participants with sufficient information to make their own choice about participating.

12. If a program runs guided/packaged trips or instructional trips, it will be assuming greater liability risks.[22] Thus, it is wise to make sure that the objective risk is low for such activities--do kayaking classes in the pool or on easy rivers, run cross-country ski classes in parks or golf courses, conduct rock climbing on short, easy cliffs, etc.[23] Make all parts of the class optional. If there is a particular climb the person does not want to do, he/she shouldn't have to do it. Let people know this policy and encourage them to make their own decisions.

13. Participants under the legal age will be treated considerably differently by the courts than adults. Common adventure programming--though the concept can be used as an excellent educational tool--does not minimize liability when activities involve children. From a liability standpoint, it's probably best not to include children on trips if at all possible. College programs basically deal with individuals of legal age or older and this is normally not a concern, but if children are included, make sure objective risk is low and extra efforts are taken to make the activity safe.

14. Avoid getting into the transportation business. Check state laws regarding transportation of individuals. If school or government vehicles are used and the program charges for transportation for purposes of financial gain (becoming a "common carrier"), the courts will hold it liable in vehicle accidents.[24]

15. Avoid developing detailed lists of safety procedures for each activity. Instead, at program staff meetings or discussion sessions with participants, make it a point to discuss safety procedures. These regular discussions, with a give and take of ideas and with a sincere attempt to provide safe activities, can do far more than lists of safety procedures. Written lists, often, are filed away or handed to new employees and are rarely topics of discussion. Discussions also help staff members and volunteers understand what reasonable care is (see #19). If possible, keep a file of notes of staff meetings. The file does not have to be fancy. Someone on the staff can jot down a couple of notes. Many programs keep notes of their staff meetings and such a procedure doesn't represent an added chore. The notes provide documentation that, indeed, the program is concerned about safety and in lieu of detailed lists, the program takes a wiser and more responsible approach to the question of safety.

    Since this approach to liability may be perceived by some as controversial, it deserves some further clarification. The problem with a list of safety rules is twofold: a plaintiff's attorney will have a hey-day with the list. Any diligent attorney can find a procedure on the list that someone didn't follow. The attorney will argue that it was an outdoor program agent's gross negligence in not following this "important" procedure which led to the accident.

Secondly, and by far more importantly from the standpoint of having a true interest in safety, is the fact that outdoor program instructors and professionals need to be flexible in dealing with problems that could occur on trips. Their actions shouldn't be an automatic adherence to rules. Rather a true professional should think, evaluate, and based on his knowledge of a variety of safety procedures and not just one list--pick the safest option. "Rules are for fools," Paul Petzold, whose experience in outdoor education spans more years than most, has said on more than one occasion.[25] Douglas MacAurthur had as one of his principles while serving as superintendent of West Point, the apothegm that "rules are too often for the lazy to hide behind."[26]

On top of this, there is disparity in the field. Get a group of outdoor leaders together in the same room and see if they can reach any consensus on one list of safety procedures for a particular activity. Even something as innocuous as requiring helmets for climbing would be challenged by one of the most respected authorities in the climbing world, Yvon Chouinard. The person who is not lazy, to use MacArthur's adjective, is the one who keeps up with the latest equipment, clothing and safety procedures and then, in order to make the activity the safest he/she can, applies this knowledge in the best way to the situations and circumstances with which he/she deals.

16. Don't waste time acquiring a lot of certificates. "The holding of a certificate does not protect from liability," Van der Smissen notes.[27] It is not the certificate that is important, rather the education and exposure to new ideas that is of greater importance. Some certificate programs may be valuable, such as Red Cross First Aid, or specific sport certification programs taught by a well-known individual in the field. But on the whole it is far better to dispense with the collection of a series of wallet cards and certificates for the wall. Instead, concentrate on furthering your education and knowledge in the field. Attend state-of-the-art seminars and symposiums in the field--such as those sponsored by the American Avalanche Institute or workshops sponsored at such conferences as The National Conference on Outdoor Recreation, and keep up with the latest information in outdoor magazines and journals.

17. If participant's vehicles are used, include language on sign--up sheets placing responsibility for safe use of vehicles on drivers. Particularly on common adventure trip programs where participant vehicles are used almost exclusively, remind participants that they are expected to have their own liability and medical insurance.

18. Use common sense when dealing with alcohol on trips. Alcohol policy will be handled differently by various programs. Some programs have strict rules against alcohol use and others prefer to have participants make choices as responsible adults.

Whatever the program model, participants and staff should avoid drinking and driving. Because of the recent national surge in sentiment against drunk driving, the program would be in a very poor position, indeed, if injuries or deaths resulted from a driver who had consumed alcohol or drugs.

One other situation to watch is drinking around the campfire. At least two serious accidents and one death have resulted from a drunk individual wandering away from the camp and falling off rocks. One involved an outdoor class in which a suit was filed against the university. This is not to suggest that drinking should be forbidden around the campfire. Literally thousands of outdoor program trips have been safely conducted over the years with plenty of social drinking in the evening. Because of the nature of our society, it would be unrealistic not to expect otherwise. But since the falling-off-cliffs syndrome seems to occur repeatedly, it is good to be aware of such a situation. Participants or staff need to be aware of the possibility of such accidents and to talk and work together.

19. If all other defenses fail, it will come down to whether an agent of the outdoor program was negligent and whether his negligence caused the plaintiff's injuries. An agent of the program, in the opinion of the court, should provide a *reasonable* standard of care. Thus it becomes important for employees of the program when on trips or conducting instructional events to be on the *overly-cautious* side and to use *common sense.* If outdoor program employees keep those two points paramount in their minds--always being overly-cautious and using common sense--it will do a great deal to make program activities safe as well as put the program in a more favorable position in court.

If an Accident Occurs

The time after an accident occurs has largely been ignored by other sources on outdoor recreational liability, but much can be done during this time to help lower the probability of becoming involved in a law suit. The information below is based partially on material prepared by The Leavitt Group, a guide and outfitter insurer,[28] as well as drawing from the experience of this author.

<> Develop relationships with participants: notice them, recognize them, respond to them.

<> Make friends. Friends are less likely to sue.

<> Praise participants for being safe.

<> Document what people say immediately after an accident. Write it down. Many time they are self-accusing at first. A few lessons from Disneyland's liability policy are a case in point. "Normally, sympathy-evoking cases," according to an article in *Time*, "are prized by personal-injury lawyers, who usually win a healthy majority of their suits--and collect a third of the winnings. But even the most combative attorneys are inclined to shake their heads when the defendant is Walt Disney Productions. Against the huge entertainment complex personal-injury specialists are hardly ever victorous." One of Disney's techniques as noted in the *Time* article is to have employees write down any comments made by the injured party. ("I should have looked where I wes going. How stupid of me.") Such comments can make the difference in court.[29]

<> If you saw an accident, write down what you observed. If you did not see it, indicate, "Bill stated," etc.. If what you saw differs from other participants, so indicate. Do not include conjecture or possibility, write down only facts you saw or quote comments you hear.

<> Note who is involved in different aspects of the accident. Include names of those who offer, direct and give first aid. Be sure to write down any witnesses, employees, or bystanders, including names, addresses and phone numbers. These people are extremely important if a suit is brought.

<> If an injury appears serious, it may be prudent to ask for written statements by witnesses.

<> Remember that everything you are told is important. Members of a party, after telling the initial version of how an accident occured, often tell an altered version later on.

<> If at the time of the incident, you think a picture of the location and the conditions which illustrate safety measures taken by the group would help document the accident, take whatever photos necessary. Photos taken days or weeks after the accident may not be allowed.

<> If there is any doubt of the injury make sure the victim is taken to a hospital or checked out by a doctor.

<> If you are not on the trip, put together a report of the accident as soon as possible while facts are still fresh in everyone's mind. Don't make any accusations in a report, just record facts. If you think that a mistake was made by an outdoor employee, take whatever actions are appropriate with the employee but *never state your opinion to other people or on paper.* If the case goes to court, the burden of proof rests on the plaintiff to prove that an employee was at fault. Since you are the potential defendant, *any statements you opinioned can prejudice your program's defense.*

<> If the victim must stay in the hospital, be a good friend. Provide support and comfort. Visit him regularly.

<> In a serious accident, talk to the nearest relatives. Keep them updated on his/her condition, and help and comfort them as much as possible. The same is of greater importance in the case of a death. Do everything possible to provide to support and assistance to the relatives. If you go out of your way to help, they will be less likely to bring a suit. Many suits would not even come to court had the responsible people simply taken time to be compassionate and caring.

Working with the Attorney

If legal action is filed against the program, the case will be turned over to an attorney appointed by the institution or state. Once the attorney is appointed, begin closely working with him/her. State attorneys deal with dozens of cases for the state, often with state clients who simply want to get out of the legal action as fast and easily as possible. It becomes imperative that the attorney know that important principles are involved, none the least of which is the duty of participants in outdoor program trips to assume responsibilities for their actions.

Unless the attorney knows how important the case is, he/she, based on past experiences with state clients, maybe inclined toward an out-of-court settlement. When an attorney realizes that he/she is dealing with committed people and that important principles are involved, he/she may take a greater interest in the case.

Provide the attorney with as much information and literature as possible. Explain the principles and philosophy of the program. Discuss what procedures have been instituted in the program to minimize liability. He/she will want to do his own research but by being provided with various materials found in the chapter notes along with their associated references to court cases, he/she will be ahead of the game.

CHAPTER NOTES

[1]The University of Oregon papers cited below may be obtained from University of Oregon Outdoor Program, Room 23, EMU, UO, Eugene, Oregon 97403. Court documents concerning *Walsh v. ISU, ASISU Outdoor Program* are available from the ISU Outdoor Program, Box 8118, ISU, Pocatello, Idaho 83209. Material on other court cases listed below are available through legal libraries.

[2]Arthur N. Frakt, "Adventure Programming and Legal Liability," in *"High Adventure Leisure Pursuits and Risk Recreation,"* ed. Joel F. Meier, an insert in *Journal of Physical Education and Recreation*, April 1978, p. 25.

[3]Don Burnett, "Legal Dimensions of Recreational Program Planning," Discussion outline of a presentation at the 1976 Regional Conference of the National Recreation and Parks Association in Billings, Montana, p. 1. Burnett was the defense attorney in a liability case involving the deaths of two participants in an Idaho desert survival program.

[4]Edward H. Hammond, "Risk Management in Student Personnel Administration," in *Student Activities Programming*, October/November 1978, p. 39.

[5]William L. Prosser, *The Law of Torts, 4th ed.* (St. Paul, Minnesota: West Publishing Co., 1971).

[6]Dudley Improta, "Selected Legal Aspects of University Outdoor Programs," in *Proceedings of the 1984 Conference on Outdoor Recreation*, eds. John C. Miles and Ron Watters, (Pocatello, Idaho: Idaho State University/1984 Conference on Outdoor Recreation Steering Committee, 1985), p. 124. Improta refers to the complaint, *Ross vs. Colorado Outward Bound School*, (see #11, below).

[7]Burnett, pp. 1-2.

[8]The basis of assumption of risk is found in Section 496, Second Restatement of Torts, paragraph 4(d). An important case is: *Murphy v. Steeplechase Amusement Co.*, 166 N.E. 173(1929). Janna S. Rankin, "The Legal System as a Proponent of Adventure Programming," in *"High Adventure Leisure Pursuits and Risk Recreation,"* ed. Joel F. Meier, an insert in the *Journal of Physical Education and Recreation*, April, 1978, pp. 28-29 cites several court cases which have used this doctrine. Two sources which discuss the use of the assumption of risk defense in relation to college outdoor programs are Wyman, Tort Liability, pp. 45, 49-53; and, Soule, pp. 7-8, 12-13, both fully referenced below. Also see C.H. Lowell and J.C. Weistart, *The Law of Sports* (Indiana: Bob Merrill, 1979).

[9]*Walsh v. ISU, ASISU Outdoor Program*, Memorandum in Support of Motion for Summary Judgement, December, 1983.

[10]Matthew Soule, "Tort Liability and the University of Oregon Outdoor Program, "(Eugene, Oregon: University of Oregon Outdoor Program, paper, 1981), p. 8.

[11]The argument that the plaintiff was "pressured" into participating was used in *Ross vs. Colorado Outward Bound School, Inc.*, a complaint filed with the State of New York Supreme Court: County of Erie, April 13, 1978.

[12]*Walsh vs. Idaho State University, ASISU Outdoor Program*, Memorandum Decision and Order, Sixth Judicial District, State of Idaho, January 5, 1984.

[13]Dean Moede, "Liability in Travel Programming," *In Student Activities Programming*, October/November, 1978, p. 54. Moede warns that once a program makes statements that "proper equipment" will be provided or that the trip will be "safe," the court can rule that the program did not fulfill its end of the bargain and is liable.

[14]Fundamental definitions and information concerning releases can be found in: Prosser, *Torts*, p. 440 and Second Restatement of Torts, Section 496. Some cases upholding releases include: *Broderson v. Ranier Nat. Park Co.* 187 Wash. 399, 60 F. 2d 234 (1934); *Garretson v. Pacific NW Ski Association, et. al.* 456 F. 2d 1017 (9th Cir. 1972); *Hewitt v. Miller*, 521 P. 2d 244, 11 Wash. App. 72 (1974); *Moss v. Fortune*, 340 S.W. 2d 902 (1960). In addition both Wyman, Tort Liability, pp. 53-59 and Soule, pp. 8-9 discuss waivers in relation to college outdoor programs.

[15]Richard A. Wyman, "A Memorandum Regarding the Tort Liability of Self Directing University Outdoor Wilderness Programs" (Eugene, Oregon: University of Oregon Outdoor Program, Paper, 1972), p. 46-47. Wyman was the first to identify the applicability of the "joint enterprise" or "common adventure" defense in a university outdoor program liability case. He based his arguments on 6 Am. Jur. 2d, "Associations and Clubs," section 32 and *Murphy v. Hutze* 27 Fed. Supp 473 (1939). Soule, pp. 15- 19 expanded greatly upon Wyman's work using Proser, *Torts*, Restatement of Torts and several court cases as support.

[16]Soule, pp. 18-19.

[17]Betty Van der Smissen, "Minimizing Outdoor Legal Risks," *The Bulletin of the Association of College Unions--International*, December 1979, p. 14.

[18]Tom Whittaker, "Outdoor Adventures: Worth the Risk?" *Student Activities Programming*, April 1981, p. 48.

[19]Richard A. Wyman, "A Memorandum Regarding the Effect of *In Loco Parentis* Supervision upon the Tort Liability of the University and the Outdoor Program and the Feasibility of Moral and Social Supervision by the Outdoor Program" (Eugene, Oregon: University of Oregon Outdoor Program, paper, 1972), pp. 12-13. Wyman argues against becoming a guardian or parent of participants (*in loco parentis*) by regulating and controlling their activities. He cites *Coates v. Tacoma School Dist.*

55 Wash. 2d 392, 347p. 2d 1093 (1960): "liability springs from exercise or assumption of control . . . ."

[20]*Bradshaw v. Rawlings.* 612 F. 2d 135 (3rd Cir. 1979), *cert. denied*, 100 S. Ct. 1836 (1980) Delaware. This is an important case relevant to college outdoor programs. It dismisses *in loco parentis* as a function of universities as well as puts greater responsibilities on the college student.

[21]Valerie J. Wetzel, "Advisor Liability in Outdoor Recreation Programs," Thesis, University of Wisconsin 1983, pp. 52-59.

[22]Greg Blaesing, "A Continuum of Outdoor Program Delivery Systems," *Student Activities Programming*, August/September 1977, p.47. Also see Wyman, Tort Liability, p. 38.

[23]Improta, p. 5.

[24]Soule, p. 10.

[25]Remarks at Association of College Unions Regional Conference, Pocatello, Idaho, 1971 and National Recreation and Parks Association Regional Conference, Billings, Montana, 1976.

[26]William Manchester, *American Caesar: Douglas MacArthur*, 1880-1964, (Boston: Little, Brown and Co., 1978), p. 119.

[27]Van der Smissen, p. 15 and Improta, p. 3.

[28]Information supplied to guide and outfitters insurees by Byron L. Turner, Manager, Turner-Leavitt and Co., Salt Lake City, Utah, 1984.

[29]Anastasia Toufexis, "No Mickey Mousing Around," *Time*, March 11, 1985, p. 54.

CHAPTER XI

INVOLVING THE DISABLED

There shouldn't be any question about whether a program should involve the disabled in activities. The disabled are often a part of the population that the program is serving and some steps should be taken to encourage their participation. Even more than able-bodied individuals, they need recreation. Outdoor recreation programs with their built-in flexibility and readily available volunteers, are in a good position to provide for those needs.

Initial Offerings

On the simplest level, an outdoor program can schedule regular activities and encourage the disabled to participate. When a disabled individual signs up, it is a matter of making arrangements with the group to fit him/her in the activity. Most any group is more than willing to adapt to allow a disabled person to participate along with them. With not too much extra fanfare, disabled individuals can easily participate in most types of water trips--rafting, canoeing, sailing, etc.--a major part of most programs.

Other activities may require lesser or greater amounts of adaptive equipment and volunteer help. The point is to try it. Involving the disabled is one of the most gratifying and rewarding parts of any program.

A Step Further

Most disabled individuals are a little reluctant to join in regular outdoor program activities. To help facilitate their introduction into recreational activities, the formation of a support group consisting of disabled individuals along with able-bodied volunteers is invaluable. From this foundation group, special activities oriented to the disabled person can be organized through the outdoor program. Thus, through the support of other disabled, new handicapped participants are introduced to and have the chance to become active in the outdoors.

This type of evolution is what occurred at Idaho State University. Tom Whittaker, who was a graduate assistant in the ISU Outdoor Program, was involved in a serious automobile accident and as a result became a traumatic amputee. After

recovering, he started a group called C.W. HOG (Cooperative Wilderness Handicapped Outdoor Group) under the auspices of the outdoor program. The group, starting with a few initial devotees, has grown to the point where over 350 different disabled and several hundred volunteers participate in a wide variety of activities, including rafting, skiing, dog sledding, kayaking, rock climbing, among many others. Whittaker has prepared a number of papers and information sheets which deal more specifically with the formation of disabled outdoor recreation groups (see Further Information and chapter notes).

Funding

When the disabled offerings begin to be an integral part of an outdoor program, additional staff time and resources become necessary. The support group formed by disabled and able-bodied individuals can serve an important function. It provides a good foundation from which fund-raising activities can take place. The public can be very generous, particularly when helping the less fortunate. Methods to raise funds are varied: direct donations from individuals and businesses, walk-a-thons, T-shirt sales, public concerts, dinners, races, etc.

In preparation of fund raising, the first thing is to work through the sponsoring institution to establish an account which enables donations to the group to be tax deductible. The formation of an advisory board or board of directors which over-sees expenditure of funds and provides over-all guidance is both prudent and often a necessity. Such an advisory board can also oversee other fund raising activities for general outdoor program support as was described in the Funding and Budget Chapter.

In addition, there are some limited federal and private funds for handicapped recreation. Federal funding is highly competitive and subject each year to the whims of congress. For information on the availability of such grant funds as well as grant application packets, write to:

Special Recreation Programs for Handicapped Individuals
Division of Special Projects
Department of Education
400 Maryland Avenue, S.W.
Room 3327
Mary E. Switzer Building
Washington, DC 20202

Further Information

This material doesn't even begin to scratch the surface. For more complete material on setting up disabled activities through university outdoor programs, a packet of information prepared by Tom Whittaker is available through C.W. HOG. The C.W. HOG address and other sources of material are listed in Chapter Notes.

CHAPTER NOTES

Several articles on outdoor wilderness recreation for the disabled are found in: Proceedings of the 1984 Conference on Outdoor Recreation, eds. John Miles and Ron Watters, (Pocatello,Idaho: Idaho State University Press, 1985).

A suggested bi-monthly periodical, which includes reports on disabled outdoor recreational activities is *Sports and Spokes*, 5201 North 19th Ave., Suite 111, Phoenix, Arizona 85015.

A package of information on disabled outdoor programs is available from Cooperative Wilderness Handicapped Outdoor Group, Box 8118, ISU, Pocatello, ID 83209.

CHAPTER XII

EVALUATION OF OUTDOOR PROGRAMS

Outdoor recreation programs have a number of evaluation tools available. These can be as simple as counting numbers of participants or as involved as doing a benefit/cost analysis of the program. The following is a description of some of the most useful methods of evaluation.

Participant Data

The figure by far the most used in relation to program evaluation is the number of total participants involved in all of the various aspects of a program. It is easily obtained by counting numbers on trip sign-up sheets and the numbers of participants attending evening programs or any other offerings of the program. In the hectic pace of running an outdoor program, it is easy to forget to record such data. A good way to keep track of participant figures is to pass around a sheet of paper at weekly staff meetings and have everyone write down the numbers for each of the activities that have occurred since the last staff meeting. It's surprising after a couple of weeks how such information can slip one's mind.

Additional participant information that is often forgotten is the number of individuals using the resource center of the program. The resource center is just one of the important services of the program, but there is no reason that such information ought not be reported in the program's annual report. It is far too time consuming to make counts of the number of people using the resource center each day. An easier method is to count numbers on several random days throughout the year and to determine an average day usage.

Participant Time Involvement Figures

Another useful figure is the amount of time participants spend involved in the activities of the program. On data sheets, which are used to compile all the various participation figures, include a column which indicates the duration of the activity in hours (see Sample Participation Spread Sheet on the next page). For overnight or multi-day trips, figure the total hours from the time leaving to the time

trip leaving Saturday morning at 8:00 AM and returning Sunday evening at 7:00 PM is 35 hours in duration.

From the number of participants and the duration of the activity, a practical unit of measure--the participant-hour--can be easily derived. The participant-hour (the terms "user-hours" or "visitor-hours" are also utilized) is the time involvement of one participant for one hour. It is calculated by taking the number of participants and multiplying it by the duration of the activity. As an example, a group of 5 participants go on an afternoon canoe trip. The trip lasts from 1:00 PM to 5:00 PM (4 hours in duration). The number of participant hours is 5 participants x 4 hours = 20 participant-hours.

All the information above is compiled and recorded on a "Participation Spread Sheet" as follows:

SAMPLE PARTICIPATION SPREAD SHEET

Date	Activity	Participants	Duration (In hrs.)	Part.-hours
5/5	Aft. Canoe Trip--Mill's Lake	5	4	20
5/13-14	Overnight Canoe--John's River	12	35	420

From the time-involvement figures, the average amount of time a participant spends involved in outdoor program activities can be determined. To do so add up the participant-hours and divide by the total number of participants:

$$\text{Average Time Spent By Participants} = \frac{\text{Total \# of Participant-hours}}{\text{Total \# of Participants}}$$

What this figure indicates is the average amount of time individuals are willing to spend involved in outdoor program activities. Most likely, this figure will be much higher than other services provided by the sponsoring agency of institution. The information can be very helpful to an outdoor program director who must justify his program's existence as well as being useful to help pave the way for future funding requests.

Calculating Participant-days

If a benefit/cost analysis is to be done, then it is helpful to include an additional column in the Participation Spread Sheet which was discussed previously. This column is the number of participant-days. Participant-days can be defined in various ways, but for the purposes of accurate benefit/cost analysis, it should be defined as an 8 hour day. It does not include nights. The 8 hour day can be made up of various combinations, such as 2 people participating in an activity of 4 hours duration, or 4 people participating 2 hours each and so on. As an example, an afternoon canoe trip consisting of 9 people lasts 3 hours. The number of participant-hours is: 9 participants x 3 hours = 27 participant-hours. The number of participant days is: 27 participant-hours/8 hours per day = 3.375 participant-days. Rounding off to the nearest whole number, it becomes 3 participant-days.

When calculating participant-days for overnight trips, do not use participant-hours; instead, simply count the days. Here's an example: On a long weekend, a group of 10 leave Friday night at 6:00 PM and return Monday night at 6:00 PM. From Friday night to Monday night involves three 8-hour days. The number of participant days is: 10 participants x 3 days = 30 participant-days. In this case, the number of total hours is irrelevant as 8-hour days are involved. The importance of calculating participant-days shortly will become apparent. While participant-hours are good indicators of the relative popularity of individual activities, participant-days are the most useful measurements for calculating benefit/cost ratios.

A sample spread sheet which includes participant-days is shown below:

SAMPLE PARTICIPATION SPREAD SHEET
(Includes Participant-days)

Date	Activity	Participants	Duration (in hrs.)	Part.-hours	Part-days
5/5	Aft. Canoe Trip--Mill's Lake	9	3	27	3
5/13-14	Overnight Canoe--John's River	10	72	720	30

Activity Breakdowns

Without collecting any additional data, several other figures can be determined, including the number of trips and instructional sessions offered in each activity category, the amount of time involved by participants in each activity and the total number of trips offered.

It is helpful to break down the activity categories into a system similar to the categories shown in "Table of Values of Recreational Activities" later in this chapter. This division between instructional sessions, multi-day trips, etc., makes a benefit/cost analysis easier as well as giving more complete information on what aspects of the program are most popular.

A sample "Activity Category Spread Sheet" with all of this information is shown below. The sheet is an example and it is made by adding up the totals of a series of imaginative Participation Spread Sheets.

SAMPLE DATA SHEET--ACTIVITY CATEGORIES SPREAD SHEET

Activity Category	Number of Offerings	Total # of Participants	Total #of Part.-hrs.	Total # of Part.-days
Canoeing--instruction	3	18	54	7
Canoeing--excursions	9	43	344	43
Rock Climbing--instr.	4	12	40	5
Backpacking--trips	7	25	225	26
Bicycling--dayrides	10	41	160	20
Bicycling--overnights	3	6	288	14

Determining Benefits

A benefit/cost analysis is an interesting evaluation tool that when used for the first time is certain to raise the eyebrows of even the most reserved administrator. Such an analysis helps to establish a dollar amount value of the services provided by the program as well as comparing the cost of the program to the amount of benefits generated. This section will deal with the first step--determining benefits.

Program benefits are based on the value of services provided. In an outdoor program setting, the value of a particular service is the amount of money that an individual is willing to pay for a comparable commercial service. The table on the next page lists the values of recreational activities popular in outdoor programs. It was prepared by averaging the prices of a large number of guides and commercial outdoor schools throughout the U.S. and Canada.

TABLE OF VALUES OF OUTDOOR RECREATIONAL ACTIVITIES

(Unless otherwise indicated, all the values below include equipment and all meals, and are based on 1983 and 1984 figures. In some activities, i.e. sailboarding, the length of the part.-day for instruction has been shortened to more closely approximate comparable commercial instruction.)

Activity Category	Value ($ / part.-day)
Backpacking:	
multi-day trips	40
backpacking/map and compass	40
backpacking/wild foods	46
Alaskan backpacking(inc. flying)	83
Bicycling:	
multi-day trips(bicycle not included)	39
Canoeing:	
instruction	42
multi-day excursions	58
Cross-country Skiing:	
instruction	40
guided day trips	40
Fishing/Fly Fishing:	
instruction	37
guided trips(not float trips)	85
Horseback Riding:	
day rides	35
multi-day pack trips	70
Kayaking:	
sea kayaking--multi-day excursions	45
whitewater kayaking--river instruction	65
whitewater kayaking--pool instruction	65
kayaking--multi-day trips(w/ raft support)	75

TABLE OF VALUES OF OUTDOOR RECREATIONAL ACTIVITIES, CONTINUED...

Activity Category	Value ($ / part.-day)
Mountaineering:	
summer mountaineering--multi-day trips	49
winter mountaineering--multi-day trips	52
Rafting:	
instruction	73
day, guided trips	45
multi-day guided trips	93
Alaskan raft trips(includes flying)	136
Rock Climbing:	
instruction	49
Sailing:	
small craft instruction	25
sailboard instruction	38
multi-day ocean sailing trips	82
Winter Camping:	
snowshoeing or x-c skiing multi-day trips	58
Combination Trips (car camping, floating, sight seeing hiking, etc.)	58

Determining Benefits Continued

It may be necessary to adapt or change the "values" in the table so it more closely represents the actual commercial rates in the geographical location of one's program. In some locations the value of commercial services may be higher or lower than the averages listed on the table.

With this information and with figures from the Activity Catering Spread Sheet, the dollar amount of benefits for each category can be calculated:

Benefits of Activity = Value of Activity x # of Part.-days

For example, the benefits of canoeing instruction listed on the Activity Categories Spread Sheet discussed on the previous page is:

Benefits = $42 per part.-day x 7 part.-days
= $294

Bruce Mason, in a paper that he has prepared on benefit/cost analysis, goes a step further to obtain a final dollar value of benefits provided by the University of Oregon Outdoor Program. He takes the total benefits of trips and adds to it the benefits of evening programs and other non-trip "events." Mason assesses a value of $1 per participant per event, based on the typical University of Oregon charge for movies and similar events.[2]

Costs

The second part of conducting a benefit/cost analysis is determining costs of the program. Costs can be broken down into two categories: 1) costs to the sponsoring agency or institution; 2) costs to the participants.

Cost to the sponsoring agency is easy. This figure is the total sum budget of the program--the cost of personnel, equipment, supplies, etc. If a benefit/cost analysis is being made on the sponsoring agency or institution's investment, this is all the information one needs to do the analysis. (See next section Benefit/Cost Analysis.)

The second category of costs is the amount of money invested by participants. To calculate costs to participants, review each activity category. For each activity category, determine the average amount of money which is expended per day on a trip. Include any cost that would be normally included in the commercial prices.

For instance, in the case of a raft trip the cost figure should include the cost of the gas to do the shuttle since shuttles are typically included in the overall fee of a commercial guide company. The cost of meals while on the river and the rental of boats and group equipment would also be included in this cost figure since these are also normally a part of a guide's charges. Do not include, however, the cost of driving to the river. Most guide companies require clients to pick up their own transportation expenses until reaching a pre-arranged rendezvous place near the river. Include any other fees the program may assess such as a $5.00 fee per person for a day instructional session in cross-country skiing.

Figure the average daily cost per participant in each of the activity categories. Take the average cost per participant and multiply it times the number of participant-days to arrive at the total cost of that particular category. Add up all of the category costs to arrive at total costs to participants.

Benefit/Cost Analysis

The benefit/cost analysis is now easy to calculate from the information obtained from following the procedures in the last two sections. The analysis can be done from one or all of three perspectives:

1. The first is from the perspective of the sponsoring agency or institution's investment. How much return does the outdoor program provide per university funding invested?

2. The second is from the perspective of the participants. What is the dollar amount of benefits they receive per dollar invested?

3. And the third perspective is the total over-all return per dollar invested by both participants and the sponsoring entity.

All three benefit/cost ratios can be determined, but probably the most useful to show the efficiency of the program from an administrator's standpoint is the first one.

The benefit/cost (B/C) ratio is:

$$\text{B/C Ratio} = \frac{\text{Total Benefits}}{\text{Total Costs}}$$

As an example, let's say the total benefits of the program are $100,000 and the total cost to the university is $40,000, the benefit/cost ratio is: $100,000/$40,000 = 2.5.

Value of a Benefit/Cost Analysis

What the benefit/cost ratio indicates is the amount of return for dollar invested. In the above example, every dollar invested by the sponsoring agency in the outdoor program returns $2.50 in benefits. The Corps of Engineers uses a benefit/cost analysis in determining the value of public works projects. If the B/C ratio is over 1, the project is considered prudent use of public funds. A project with a B/C ratio of 2 is considered to be an exceptionally profitable venture. Outdoor program B/C ratios are usually much higher than reflecting a sound investment of funds.

Computerizing Records

Much of the routine work can be taken out of keeping records by using a computer. For the type of participant record keeping described in this chapter, a spread sheet software program, such as LOTUS 1-2-3, is the most useful.

With such programs as LOTUS 1-2-3 a master data sheet can be designed using the same format as shown in the sample spread sheets described earlier in the chapter. For a guide, a sample LOTUS 1-2-3 sheet is found on the next page. This sample sheet may have more information than the typical outdoor program data sheet, but it is included to show the various options available. Since it involves records from a disabled program, the sample includes extra columns for numbers of disabled participants, able-bodied (AB) volunteers, and volunteer hours a volunteer spent in the program.

The code in the last column is a handy item and it is suggested that all master sheets have one. By choosing a code for each activity, i.e. canoeing instruction (CANI), canoe multi-day trips (CANMT), kayaking--pool instruction (KAYP), etc.--all the entries on the master data sheet can easily be sorted by the software into categories. The computer then will provide totals of all columns for each activity category and up-to-date numbers are available at any given time. Setting up a master data sheet similar to the sample sheet also is convenient for providing data in ready form for a benefit/cost analysis.

Surveys and Other Instruments

All of the prior forms of evaluation provide objective information on the number of participants, their time involvement, and the economic performance of the program in terms of costs and benefits. What these figures do not reveal is how the program is impacting the lives of the participants. How much do participants enjoy trips? Are they gaining skills and knowledge that will be valuable in their every day lives? Has the quality of their lives improved through participation in the program?

There are various instruments that can be used to help provide some of this information. Many of the instruments involve psychological and sociological tests and surveys which are beyond the scope of most programs. However, simple surveys can be designed asking simple questions of participants, i.e. "Do you feel that

START DATE	END DATE	ACTIVITY	# OF DSBLED PTCPS	# OF A.B. VLTRS	# OF A.B. SPTRS	TOTAL PERSONS	HOURS SPENT	DAYS SPENT	# OF DSBLD HOURS	# OF VLTR HOURS	DSBLD PTCP-DAYS	TOTAL PTCP-DAYS	CODE
83-10-19		ROCK CLIMBING	2	3	0	5	2.0	0.3	4	6	0.5	1.3	RCI
83-10-20		HIKING	1	1	0	2	2.0	0.3	2	2	0.3	0.5	CT
83-10-20		SWIMMING	3	1	0	4	2.0	0.3	6	2	0.8	1.0	SWM
83-10-21		PHYSICAL CONDITIONING	3	3	0	6	2.0	0.3	6	6	0.8	1.5	PHY
83-10-23		SWIMMING	3	1	0	4	2.0	0.3	6	2	0.8	1.0	SWM
83-10-24		SWIMMING	1	1	0	2	1.0	0.1	1	1	0.1	0.3	SWM
83-10-24		PHYSICAL CONDITIONING	3	3	0	6	2.0	0.3	6	6	0.8	1.5	PHY
83-10-26		PHYSICAL CONDITIONING	3	3	0	6	2.0	0.3	6	6	0.8	1.5	PHY
83-10-27		SWIMMING	2	1	0	3	1.0	0.1	2	1	0.3	0.4	SWM
83-10-28		PHYSICAL CONDITIONING	3	3	0	6	2.0	0.3	6	6	0.8	1.5	PHY
83-10-28		VETERANS AFFAIRS	2	1	0	3	2.0	0.3	4	2	0.5	0.8	MSC
83-10-29		SIGHT SEEING	5	6	0	11	14.0	1.0	70	84	5.0	11.0	CT
83-10-29		FOOTBALL GAME	3	0	0	3	4.0	0.5	12	0	1.5	1.5	MSC
83-10-30		SWIMMING	1	1	0	2	2.0	0.3	2	2	0.3	0.5	SWM
83-10-31		PHYSICAL CONDITIONING	3	3	0	6	2.0	0.3	6	6	0.8	1.5	PHY
83-10-31		SPOOK SPRINT	1	50	0	51	2.0	0.3	2	100	0.3	12.8	MSC
83-10-31		SWIMMING	2	1	0	3	1.0	0.1	2	1	0.3	0.4	SWM
83-11-01		MEETING FOR DISABLED	11	20	0	31	1.5	0.2	16.5	30	2.1	5.8	MTG
83-11-02		PHYSICAL CONDITIONING	3	3	0	6	2.0	0.3	6	6	0.8	1.5	PHY
83-11-03		SWIMMING	3	2	0	5	1.0	0.1	3	2	0.4	0.6	SWM
83-11-04		PHYSICAL CONDITIONING	3	3	0	6	2.0	0.3	6	6	0.8	1.5	PHY
83-11-05	TO 11-06	BADGER CREEK TRIP	6	9	0	15	48.0	2.0	288	432	12.0	30.0	HB2
84-03-24	TO 03-25	TARGHEE SKI WEEKEND	5	13	0	18	48.0	2.0	240	624	10.0	36.0	ADS
84-03-27		PHYSICAL CONDITIONING	2	1	0	3	2.0	0.3	4	2	0.5	0.8	PHY
84-03-26		SWIMMING	0	0	0	0	0.0	0.0	0	0	0.0	0.0	SWM
84-03-28		HOG MEETING	9	6	0	15	1.0	0.1	9	6	1.1	1.9	MTG
84-03-28		SWIMMING	4	3	0	7	1.0	0.1	4	3	0.5	0.9	SWM
84-03-29		PHYSICAL CONDITIONING	2	1	0	3	2.0	0.3	4	2	0.5	0.8	PHY
84-03-29		XC SKI CLNC-SPCL OLYMPCS	43	5	0	48	1.0	0.1	43	5	5.4	6.0	XCI
84-03-30		SWIMMING	5	3	0	8	1.0	0.1	5	3	0.6	1.0	SWM

Sample Computer Spreadsheet produced by the software, Lotus 1-2-3.

84-09-19	HOG MEETING	10	3	0	13	1.0	0.1	10	3	1.3	1.6	MTG
84-09-20	SWIMMING	20	6	0	26	1.0	0.1	20	6	2.5	3.3	SWM
84-09-25	SWIMMING	6	2	0	8	1.0	0.1	6	2	0.8	1.0	SWM
84-09-26	HOG MEETING	11	3	0	14	1.0	0.1	11	3	1.4	1.8	MTG
84-09-26	HOG TRIP TO LAVA	3	2	0	5	3.0	0.4	9	6	1.1	1.9	CT
84-09-27	SWIMMING	11	3	0	14	1.0	0.1	11	3	1.4	1.8	SWM

	DIS-ABLED PTCPS	ABLE VLTRS	ABLE SPTRS	TOTAL PERSONS	HOURS SPENT	DAYS SPENT	DIS-ABLED HOURS	# OF VLTR HOURS	DSBLD PART-DAYS	TOTAL PART-DAYS
TOTALS FOR:										
FOURTH QUARTER	374	262	590	1226	389	23	2010	4492	145	687

TOTALS FOR:										
FIRST QUARTER	201	226	498	925	392	26	1794	2268	106	335
SECOND QUARTER	373	190	78	641	179	18	868	986	86	163
THIRD QUARTER	320	333	97	750	188	18	960	1421	80	313
FOURTH QUARTER	374	262	590	1226	389	23	2010	4492	145	687
TOTALS FOR:										
FISCAL YEAR	1268	1011	1263	3542	1148	85	5632	9167	417	1498

LEGEND

ADS=ADAPTIVE SKIING
AQS=AQUASIZE
ARO=AEROBICS
BWL=BOWLING
CON=CONFERENCES
CT =COMBINATION TRIPS
FF =FLY FISHING
FND=FUND RAISERS
HBR=HORSBACK RIDING
HB2=MULTIPLE DAY HORSE TRIPS
MRA=MARTIAL ARTS
MSC=MISCELLANEOUS
MTG=MEETINGS
PAW=PUBLIC AWARENESS
PHY=PHYSICAL FITNESS
PHO=PHOTOGRAPHY
RCI=ROCK CLIMBING INSTRUCTION
RF1=ONE DAY RAFTING TRIPS
RF2=MULTIPLE DAY RAFTING TRIPS
SWM=ADAPTIVE SWIMMING
TMR=TRAIL MACHINE RIDE
VLI=VOLUNTEER INSTRUCTION

Page 2. Sample computer spreadsheet, includes quarterly totals and legend.

participating in the activities of the program has increased your outdoor skills and knowledge?" Such "participant satisfaction" surveys can be administered periodically to participants. In addition to getting a feel of the impact of the program, such surveys also can point to problems in the program's operation, such as poor publicity, dissatisfaction with instructional sessions, too many advanced trips, etc. A research professor in a nearby university's sociology department is a good reference person to help design surveys. He/she may even have students who are in need of special projects that could do some of their work in the outdoor program.

Evaluation Based on Program Goals

If the program goals have been carefully written (see Goals Chapter), a program's effectiveness can be measured on the basis of how well the goals have been accomplished. Use of goals for evaluation purposes is a common procedure in evaluation of grant projects. Well-written funding proposals are based upon goal's which invoke measurable outcomes.

The goals which were used as an example in the Goals and Objectives chapter are not as specific as a grant proposal since they are designed to be applicable over a several year period. Some programs may desire to be more specific in their goal formulation by each year setting targeted numbers of participants to be attained or targeted improvement of services (i.e., the initiation of a bi-monthly newsletter sent to at least 500 participants and supporters). Even general goals, however, can be designed to be measurable. The list of sample objectives from the Goals & Objectives chapter can be used as an example. (Goals are briefly stated. For full descriptions, see Goals Chapter).

Goal #1 - To provide an outdoor resource center.
Evaluation:

(a) Count numbers of individuals using resource center (see suggested method under "participant data" in this chapter).

(b) Assemble list of resources available: books, files, magazines (current and back issues), maps, etc. Each year, list new resources acquired.

(c) Other: If a significant amount of information is provided by phone, make a couple of random counts of the number of inquiring phone calls. Additionally, on randomly selected days, determine the percentage of time in which staff members help individuals in the resource center. A total number of hours during the year spent by staff providing information and assisting others in the resource center can then be determined.

Goal #2 - To provide a common adventure trip program.
Evaluation:

(a) Count number of participants who go on common adventurer trips.

(b) Conduct a benefit-cost analysis to show how inexpensive trips are for participants.

(c) List all services provided to help individuals to understand, organize and prepare for common adventure trips, i.e., equipment lists, explanation on sign-up sheets, common adventure pamphlet, slide program, etc.

Goal #3 - To provide instruction classes and workshops.
Evaluation:

(a) Count number of participants attending workshops and instructional sessions.

(b) List various workshops and sessions offered.

(c) Conduct surveys or workshop evaluations indicating how well the workshop has helped the individual gain new skills.

Goal #4 - To provide handicapped offerings.
Evaluation:

(a) Count number of handicapped participants.

(b) Conduct surveys of how well program responds to needs of those handicapped individuals involved.

Goal #5 - To provide program of lectures & evening sessions.
Evaluation:

(a) Count number of individuals attending sessions.

(b) List the programs available.

The example used above lists only five goals. Generally, programs will have additional goals covering other areas of emphasis. With careful planning, various methods can be utilized in the evaluation of any other program goals.

CHAPTER NOTES

[1]A good discussion of the various units of measure used by public land agencies and particularly the Forest Service in relation to wilderness research is found in *Wilderness Management* by George H. Stanley, et al, (U.S. Forest Service/Superintendent of Documents Publication #1365, 1978), pp. 287-310.

[2]Bruce V. Mason, "Cost-Benefit Analysis of the University of Oregon Outdoor Program," (Eugene, Oregon: University of Oregon, n.d.), p.1.

Additional Notes:

Most of the original work on benefit/cost analysis was done by H. Hilbert and Dr. John Merriam, an economics professor at Idaho State University in the early 70's. Benefit/cost analyses were conducted on the ISU program, but no papers other than the results of the analysis were published.

CHAPTER XIII

MILITARY OUTDOOR RECREATION*

Background

Outdoor recreation programs in the armed forces are expanding. This should come as no surprise since outdoor recreation is an important element in meeting the off-duty needs of American military personnel, their families, retired military personnel, and authorized Department of Defense civilian employees.

Outdoor recreation is part of a broad general military program responsible for addressing the morale, welfare, and the recreational needs of the services. The acronyme MWR (Morale, Welfare, Recreation) is used throughout the services to distinguish these types of programs.

Since the American Revolution, the military has recognized the need for enhancing the morale of its forces. Over the years, the provision of leisure time activities has developed into a major business. In the Air Force, alone, over 50,000 employees operated recreation and open mess programs and facilities with revenues of over one billion dollars for the fiscal year 1985.

Military patron surveys show that outdoor recreation is important to both commanders in headquarters positions and to military personnel in the smallest support and line units.[1] For commanders it is viewed as a constructive way to keep troops physically fit and to teach and maintain proficiency in skills related to combat. It provides an alternative to alcohol and substance abuse, and because outdoor pursuits are desired by the troops, it provides an avenue for retaining military members in today's volunteer force.

Demographically, military personnel are young, healthy, physically active, and have at least a modest disposable income. They are continually uprooted from family and relatives, moved to unfamiliar areas or foreign countries, and forced to find ways to keep themselves occupied in new and sometimes remote isolated locations. Their needs and interests, however, are usually established prior to entering the service. It, therefore, becomes mandatory for the services to offer opportunities comparable to those available in stateside civilian communities in order to maintain a reasonable level of morale.

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*This chapter was written by Russ Cargo, Outdoor Recreation Administrator, Headquarters US Air Force.

MILITARY OUTDOOR RECREATION

To fulfill military personnel's outdoor recreation needs, those who run military recreation programs must provide the equipment, the education and training, and the programs necessary to elevate morale and enhance readiness. Supervisors of recreation provide programs for two motivating purposes. The first purpose is to offer a humanistic program to offset tremendous stresses which are placed on military personnel through their jobs and often their living conditions. The second purpose is to support the commander's interests in keeping a fit and ready force with a high morale.

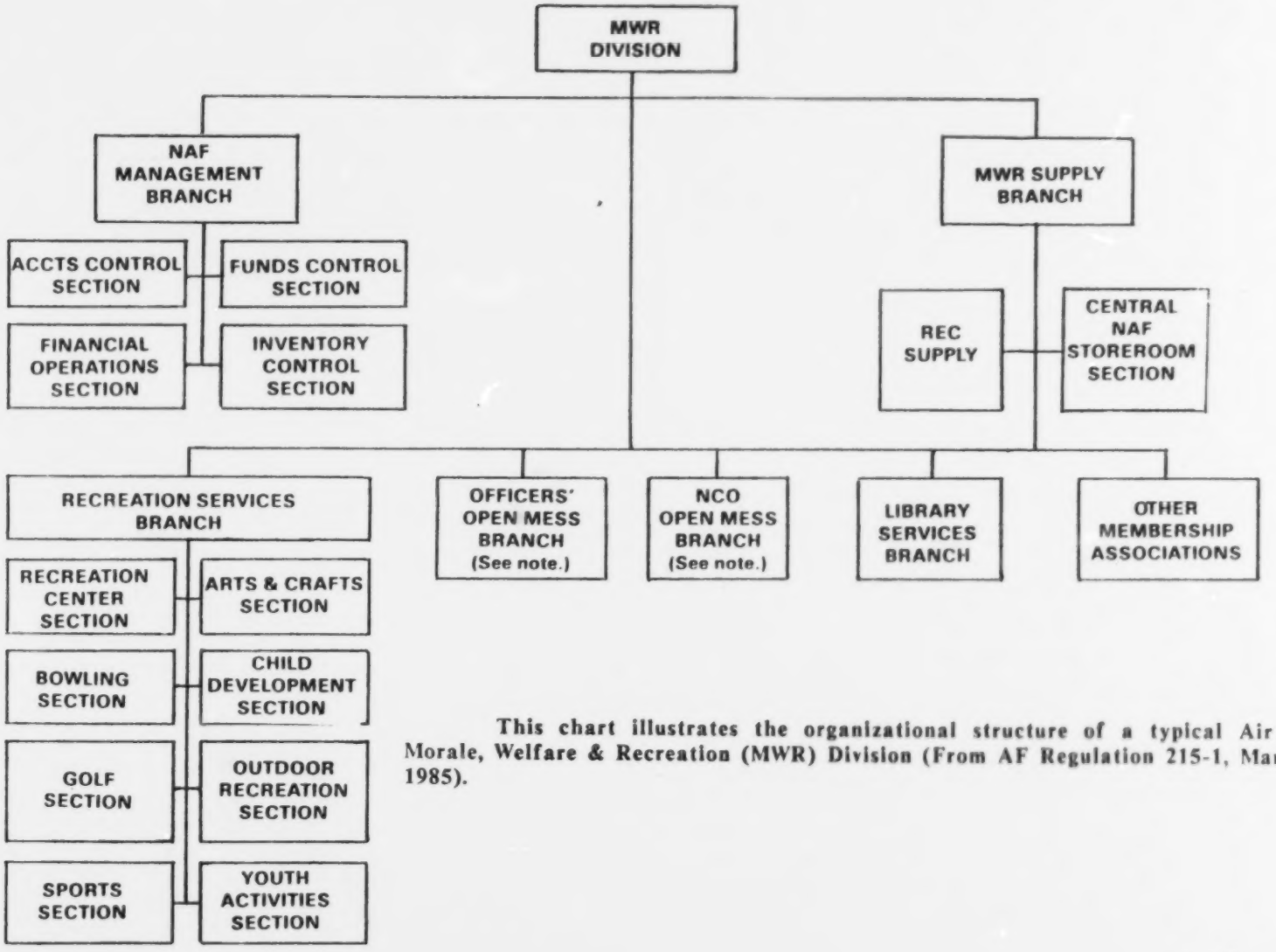
Outdoor Recreation Structure

Each branch of armed service, Army, Air Force, Navy, Marines, has developed different organizational structures under which recreation programs fit. The Army has the oldest, largest, and most developed outdoor recreation program. Traditionally, they have enjoyed large military installations with ample space for outdoor programs and facilities. The Army has also enjoyed more manpower to channel into Morale, Welfare, Recreation (MWR) programs.

The terminology used to describe the supervisory division varies from service to service. Outdoor recreation programs are a part of the Community Recreation Division on each Army Post; the Morale, Welfare, and Recreation Division on each Air Force Base; or the Recreation Services Branch at each Navy installation. (Previously, the Army, Air Force, and Navy included recreational programs under the Special Services Division.)

Although the outdoor programs available in the services are in varying stages of development, outdoor activity offerings continue to grow rapidly. Originally, individuals in outdoor recreation positions were managers of facilities, i.e. marinas, campgrounds, skeet and trap ranges, parks, off-base recreation areas, lakes, and ski slopes. The current trend is to hire outdoor recreation programmers to develop and supervise active programs which use existing facilities, while at the same time stimulate the use of outdoor equipment from the recreation equipment check out facility. The chart on the following page shows how the typical Air Force MWR Division (Comparable to the Community Recreation Division in the Army) is organized.

The outdoor recreation director operates as an independent section manager within the Recreation Services Branch. In the Air Force, when there is not a separate outdoor recreation section, the outdoor recreation programs are run by the recreation center. The size and complexity of the outdoor recreation section is very flexible depending on the number of facilities and programs which it includes. The number of people the base serves, the physical size of the base, the geographical location, the mission of the base, and the support of the recreation services director, the MWR chief, and the base commander will all determine the scope of the outdoor recreation program.



This chart illustrates the organizational structure of a typical Air Force Morale, Welfare & Recreation (MWR) Division (From AF Regulation 215-1, March 25, 1985).

Funding for Outdoor Recreation

Congress approves money each year to fund the federal budget. The amount authorized for the Department of Defense is divided among the services according to needs. A small portion goes to support MWR programs. Within MWR there are several categories of activities which, under Department of Defense Directive and Public Law, are authorized to receive varying amounts of support. For example, a Riding and Saddle Club, organized as a membership association (which is a special interest group) may be allowed to operate on a military installation. Its members must, however, raise enough money to off-set utility expenses, the value of any grazing done by the member's horses, or any other direct benefit gained by the individual at the expense of the military installation. Although this type of organization receives very little support from the installation or the MWR division, it still plays an important role in providing activities for special interest groups. Such membership associations can greatly expand the scope of an MWR division without becoming a drain on fiscal or personnel resources.

Other recreation programs (for example, outdoor recreation, arts and crafts, and youth activities) receive Congressionally appropriated support. Such support might include transportation from the base motor pool, printing by the installation administrative division, and personnel salaries from the military's civilian personnel budget. The amount of support is determined at each installation by the commander. Because MWR is low on the priority list within the total military mission, support may not always be available even though it is authorized and included in the installation budget.

Self-generated income is necessary to provide the proper budgetary consistency to operate an on-going program.[2] Within the MWR division, some activities like bowling and golf generate income. Others like child care, recreation centers, arts and crafts programs, and outdoor recreation have traditionally been operated as services and, therefore, they have not been managed to produce a profit. Self-generated funds are called nonappropriated funds (NAF) or, in other words, they were not appropriated by congress. They are controlled at the base by the chief of MWR, the installation commander and a special NAF Council. These local NAF funds play an important part in the operation of MWR activities and are subject to spending controls similar to the spending controls for appropriated funds.

Employment in Military Recreation

Military outdoor recreators are usually civilian employees of the federal government who work in positions regulated by the Office of Personnel Management (OPM) in Washington, DC. The positions are funded by congress and fall in the General Schedule (GS) 188 Recreation Specialist (Outdoor Activities) series. The grade levels for these positions usually fall between GS-05 and GS-13. Salary ranges in 1986 range from $14,390 for an entry level GS-05 to $48,876 for the maximum step level as a GS-13. Positions are filled by local Civilian Personnel Offices located on military bases.

A second type of position exists within military recreation. This is known as the nonappropriated position. In other words, the funding is not appropriated from congress. The salaries come from fees generated through the operation of recreation facilities and programs. These recreation specialist (outdoor activities) positions are graded in the Universal Annual (UA) scales which have the same salary levels of equal GS grades, i.e. a UA-09 has the same rank and pay grade as a GS-09. The major difference between the nonappropriated (UA) and appropriated (GS) positions is in the amount of job benefits provided. The appropriated positions are traditionally more secure, have more benefits relating to employment opportunities, seniority, and transfers, and have a separate retirement program. In the long term, if congressionally approved funding is reduced for recreation activities, more NAF positions may be required to maintain the present level of recreation services.

A special office within the Department of Defense has been established to handle appropriated fund referrals for recreation positions including outdoor recreation. All positions from the GS-5 to the GS-13 level are filled from this one central register which is administrated by the Army. Information may be obtained directly from:

Department of Defense
Special Examining Unit for MWR Positions
HQ DA (DACF-NFS-D)
Alexandria, VA 22331-0523

Telephone: (202) 325-6030

The forms needed to apply for appropriated positions may be obtained either from the Special Examining Unit or from regional Federal Job Information Centers which are located in many large cities. Local addresses are listed in the telephone directory under "US Government." Applications for nonappropriated positions are made directly to the Civilian Personnel Office in each military installation.

Program Scope

Outdoor recreation in the military is very broad by definition. Recreation services may be provided in the following areas:

1. Walking/Jogging/Hiking (backpacking, volksmarching, fun runs)
2. Bicycling (tours, bicycle rodeos, century rides, races)
3. Picnicking (family, military unit, base-wide, etc.)
4. Water Activities (boating, sailing, sailboarding, canoeing, water skiing, skin diving, swimming, etc.)

5. Camping (military family campgrounds, park camping, primitive--organized or individual)

6. Winter Sports (cross-country skiing, downhill skiing, telemarking, sledding, skating, snowshoeing, etc.)

7. Outdoor Adventure (This broad area usually describes any activity which has a perceived elevated risk and typically includes mountaineering, white-water rafting or canoeing, kayaking, snow-camping, caving, parachuting, off-road mountain bicycling, scuba diving, ocean kayaking, backcountry backpacking, adventure high-level ropes courses, triathlons or multi-skill events, etc.)

8. Outdoor Education (orienteering with map and compass, survival skills, woodmanship, animal tracking, nature observation)

9. Trail Activities (bicycle, nature, jogging, ropes course)

10. Recreation Area Activities (parks, playgrounds, picnic areas, lodges, etc.)

11. Equestrian (trail rides, rodeos, shows, etc.)

12. Range Activities (skeet and trap shooting, archery, etc.)

13. Wildlife Study and Interpretive Programs (nature study and bird watching, etc.)

14. Off-road Vehicle Activities (snowmobile, motor-cross, all terain vehicles (ATV), etc.)

15. Fishing (stream, deep sea, pier, pond, lake, river, etc.)

16. Hunting (bird, small game, big game, bow, black powder, etc.)

17. Associated Activities (classes, clinics, lectures, tournaments, fairs, etc.)

Regulations are intended to provide guidelines for the operation of outdoor programs, not to act as limitors of what can be tried. New programs and ideas are always possible and are encouraged as long as adequate safety and legal concerns are considered.[3]

Legal Issues in Military Recreation

Liability in military outdoor recreation is determined by federal law and military regulations. Federal law applies the law of the state where incidents happen, in most cases. In a case of personal injury, a claim can be filed against the US Government or the person responsible. The government will generally furnish legal

representation to an employee defendant on request unless there is proof of gross negligence or misconduct.

To protect both participants and employees from danger in outdoor pursuits and the consequent problems of potential liability actions, the military has tried to provide appropriate training, current state of the art equipment, and it encourages individuals to pursue self-initiated training in specialized areas. There is no substitute for experience and skill knowledge, and no better defense for tort liability than proper preparation, documented experience, and reasonable, responsible actions.

National Outdoor Recreation Certification within Military Recreation

As an issue which has raised heated debate in recent years in the outdoor recreation field, certification is viewed differently by outdoor recreators within the military than by other outdoor recreators. Military outdoor recreation faces several problem areas. The present tendency among military personnel is to support a nationally recognized certification program.

Certification is one way to improve the quality of personnel selections. The selecting official can screen referrals for those with national outdoor recreation certification. It will not mean the applicant is completely qualified; however, it does provide some evidence to the employer that the potential employee has taken the initiative to prepare for the position.

The second way certification would aid the military outdoor recreator is to provide one form of documentation that demonstrates the holder is familiar with state-of-the-art knowledge in one's profession. In a court of law, where the jury may not have full knowledge of the specifics of an outdoor pursuit, the existence of certification adds accepted tangible evidence that the defendant was prepared to provide "protection" to the plaintiff. Although this has not been a historical problem in military recreation, the current mood of the country, with its "file suit" mentality, could easily lead to a few large or highly publicized settlements which would have a disastrous effect on military recreation, either from within by commanders wishing to preserve personnel and fiscal resources, or from the outside by public or congressional pressure to stop such programs because of their potential threat to federal fiscal resources and public opinion.

From the operator's perspective, certification gives evidence to commanders that what has traditionally been viewed as a high risk activity is being managed in a responsible way by nationally certified directors. Commanders are sometimes hesitant to support programs that could cause embarassment or financial or personnel loss to their commands. Outdoor recreators know that the potential losses from injury or tort claims are statistically few. But, what is at issue is the perceived image of outdoor activities in the eyes of a commander who is in a highly competitive, visable position in which careers are decided. Certification and professionalization of the field of outdoor recreation helps break down those barriers to further growth of outdoor recreation within the military.

Future Growth

The speed and extent of future growth will depend on the Department of Defense budget status and the demand for outdoor recreation programs placed on military resource planners. Very simply, there is a constant struggle within the defense structure and within the individual services for funding. In an organization which has the responsibility to defend our country, it is easier to argue successfully for money to develop a weapons system than it is to ask for new marina slips, inflatable fun yaks, cross-country skis, or salaries for people to supervise their use. Fortunately, for the sake of the American taxpayer, the defense budget, the military recreator, and the outdoor program, there is a new commitment to work toward the goal of self-sustainment.

The success of the break-even approach to financial operations is dependent upon incorporating the various elements within an outdoor recreation program into a centrally administered unit, bringing revenue producers and losers under one accounting umbrella. There is no question that the programs and facilities included in the broad scope of outdoor recreation can yield fees and charges adequate to offset nonappropriated equipment and personnel expenses. A positive operational philosophy which requires outdoor recreation to pay its own way, combined with increasing knowledge of the benefits of recreation, ensures a bright future for outdoor recreation in the military communities around the world.

CHAPTER NOTES

1. Results of recreation surveys done by the Air Force may be obtained by writing: The Directorate of MWR, HQ AFMPC/DPMSX, Randolph AFB, TX 78150-6001.

2. At this writing the entire government is being squeezed by the possible impact of the Gramm-Rudman-Hollings bill to balance the Federal budget by 1991. Recreation programs which rely on congressionally appropriated money will be hardest hit. Conversely, those programs which can pay for themselves will continue to grow.

3. Further information on the specific programs and opportunities within the individual services may be obtained by writing:

Directorate of MWR
Recreation Branch
HQ AFMPC/DPMSRR
Randolph AFB, TX 78150-6001

Department of the Army
Community Recreation Division
HQ DA/DACF-L
Alexandria, VA 22331-0512

Naval Military Personnel Command
Director, Recreation Division
Code: NMPC-111
Commonwealth Building
Washington, DC 20380

Commandant of the Marine Corps
Code: MSR
HQ US Marine Corps
Washington, DC 20380

APPENDIX A

SELECTED OUTDOOR PERIODICALS

American Whitewater
P.O. Box 272
Snyder Road
West Sand Lake, N.Y. 12196

Backpacker
P.O. Box 2784
Boulder, CO 80322

Bicycling
33 E. Minor St.
Emmaus, PA 18049

Canoe
P.O. Box 10748
Des Moines, IA 50349

Cross Country Skier
33 E. Minor St.
Emmaus, PA 10849

Currents
314 North 20th St.
Colorado Springs, CO 80904
(Rafting, kayaking and other river sports)

Fly Fisherman
P.O. Box 2947
Boulder, CO 80303

High Country News
P.O. Box 1090
Paonia, CO 81428
(Environmental newspaper for the west)

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National Wildlife
1412 16th St. N.W.
Washington D.C. 20036

Mountain
P.O. Box 184
Sheffield S119DL
Great Britain

Outside
P.O. Box 2090
Boulder, CO 80322
(General outdoor and wilderness recreation)

River Runner
P.O. Box 2047
Vista, CA 92083

Rock and Ice
P.O. Box 7213
Boulder, CO 80306

Sailboarder
P.O. Box 1028
Dana Point, CA 92629

Sierra
530 Bush Street
San Francisco, CA 94108
(Outdoor and environmental periodical)

Sports and Spokes
5201 North 19th Ave.
Suite 111
Phoenix, Arizona 85015
(Indoor and outdoor sports for disabled individuals)

Summit
404 North Shore Drive
Big Bear City, CA 92314

APPENDIX B

SELECTED OUTDOOR BOOK VENDORS

The following vendors are sources of outdoor books and will send mail order catalogs listing current offerings:

Alpenbooks
P.O. Box 27344
Seattle, WA 98125
(Full range of outdoor books)

American Canoe Association Bookservice
7217 Lockport Place
P.O. Box 248
Lorton, VA 22079
(Canoe and river guidebooks and general interest topics)

Bicycle Bookshelf
1729 Sishiyou Blvd.
Ashland, Oregon 97520
(Biking Books)

Cordee
3a DeMontfort Street
Leicester LEI 7HD
Great Britan
(Good source of oversea climbing and hiking books as well as maps)

Douglas and McIntyre
1615 Venahles St.
Vancouver, B.C. V5L2H1
(General interest topics and Canadian related books)

Mountainbooks
P.O. Box 25589
Seattle, WA 98125
(Good source for rare and out of print books)

The Mountaineers Books
715 Pike St.
Seattle, WA 98101
(Mountaineering and general interest)

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Pacific Search Press
222 Dexter Ave. North
Seattle, WA. 98109
(General outdoor and guide books)

Sierra Club Books
1142 West Indian School Road
Phoenix, AZ 85013
(Outdoor and guide books)

Stackpole
P.O. Box 1831
Harrisburg, PA 17105
(Variety of outdoor titles)

Westwater Books
Box 365
Boulder City, NV 89005
(Good source for western river guides and other river related books)

Wildcountry Books
236 South 3rd St., Suite 161
Mawtrose, CO 81401
(Variety of outdoor titles)

Wilderness Press
2440 Bancroft Way
Berkeley, CA 94704
(Selection of guidebooks and general interest topics)

APPENDIX C

FILM AND VIDEO SOURCES

The following is a list of sources of outdoor films, videos and other audiovisual materials:

American Canoe Association Film Library
Audio Visual Services
Special Services Bldg.
University Park, PA 16802
(Small collection of river and canoeing films)

Alpine Films
873 8th Street
Boulder, CO 80302

American Whitewater Affiliation
"Bibliography of Kayak, Canoe and Rafting Films"
146 North Brochway
Palatine, IL 60067
(An excellent listing of river films and the source where they can be obtained)

Crystal Productions
Box 11480
Aspen, CO 81611

Echo Film Production
413 Idaho Street, Suite 200
Boise, ID 83702

Gravity Sports Films
1591 South 1100 East
Salt Lake City, UT 84105

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, NY 10020

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Oak Creek Films
1430 Larimer St.
Denver, CO 80202

Pyramid Film and Videos
Box 1048
Santa Monica, CA 90406

Spirit of the Earth Films
2040 South Grand Avenue
Santa Ana, CA 92705

Trout Unlimited
4260 E. Evans
Denver, CO 80222

Dept. of Communications
The University of Calgary
2500 University Drive, N.W.
Calgary, Alberta T2N IN4
(Outdoor survival and teaching videos)

Western Ski Promotions, Inc.
903 N.E. 45th Street
Seattle, WA 98105

APPENDIX D

OUTDOOR SUPPLIERS

The following is an annotated list of supplies and manufacturers providing a variety of outdoor equipment:

Akers Ski, Inc.
Andover, Maine 04216
(Nordic skis and accessories)

B & A Distributing
201 S.E. Oak St.
Portland, OR 97214-1079
(Rafts and accessories)

Bike Nashbar
215 Main St.
New Middletown, OH 44442-0290
(Biycycling supplies)

Blackadar Boating
P.O. Box 1170
Salmon, ID 83467
(River supplies)

Bob & Bob
P.O. Box 441
Lewisburg, VA 24901
(Carbide lamps and complete caving equipment)

California Mountain Company
P.O. Box 6602
Santa Barbara, CA 93160
(Mountain rescue equipment)

California Rivers
P.O. Box 468
21712 Geyserville Ave.
Geyerville, CA 95441
(Rafting, canoeing, kayaking accessories)

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Campmor
810 Route 17 North
P.O. Box 999
Paramus, NJ 07653-0999
(General outdoor equipment)

Cascade Outfitters
611 Main Street
P.O. Box 209
Springfield, OR 97477
(River supplies)

Chouinard Equipment
245 West Santa Clara
P.O. Box 90
Ventura, CA 93002
(Mountaineering equipment)

Colorado Kayak Supply
Box 291
Buena Vista, CO 81211
(Kayaking and water equipment)

Country Ways, Inc.
3500 Highway 101 South
Minnetonka, MN 55343
(Outdoor kits)

Eagle River Nordic
P.O. Box 936
Eagle River, WI 54521
(Light-weight and racing nordic equipment)

Early Winters
110 Prefontaine Place South
Seattle, WA 98104
(Outdoor equipment for yuppies)

Eddie Bauer
P.O. Box 3700
Seattle, WA 98124
(Outdoor equipment for the genteel outdoorsman)

Eastern Mountain Sports
Vose Farm Road
Peterborough, NH 03458
(General outdoor equipment)

The Fly Shop
4140 Churn Creek Road
Redding, CA 96002
(Fly fishing equipment)

Forrest Mountaineering
1150 Speer Blvd.
Denver, CO 80204
(Mountaineering equipment)

Four Corners Marine
P.O. Box 379
Durango, CO 81302
(River equipment)

Frostline Kits
2501 Frostline Ave.
Grand Junction, CO 81505
(Outdoor equipment kits)

The Gendarme
P.O. Box 53
Spencer Rocks, West VA 26844
(Mountaineering equipment)

Hubbard
P.O. Box 104
Northbrook, IL 60062
(Raised relief maps)

Indian Camp Supply Inc.
P.O. Box 344
405 Osborne
Pittsboro, IN 46167
(General outdoor equipment)

International Mountain Equipment, Inc.
Box 494
North Conway, NH 03860
(Mountaineering equipment)

L.L. Bean
Freeport, ME 04033
(General outdoor equipment)

Life-Link
Box 2913
1240 Huff Lane
Jackson, WY 83001
(Avalanche safety equipment)

Lowe Alpine Systems
P.O. Box 189
Lafayette, CO 80026
(Packs and mountaineering equipment)

Marmot Mountain Works
3098 Marmot Lane
Grand Junction, CO 81504
(Sleeping bags, tents, packs, etc.)

Mountain Equipment Co-op
428 West 8th Ave.
Vancouver, B.B. V5Y 1N9
(General outdoor equipment)

Nanthala Outdoor Center
U.S. 19W, Box 41
Bryson City, NC 28713
(River supplies)

New England Divers
131 Rantoul Street
Beverly, MA 01915
(Wet suits and diving equipment)

The North Face
1234 Fifth Street
Berkeley, CA 94710
(Tents, packs, sleeping bags, etc.)

Northwest River Supplies
P.O. Box 9186 CN
Moscow, ID 83843-9186
(River supplies)

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Pacific Mountain Sports
910 Foothill Blvd.
LaCanada, CA 91011
(General outdoor equipment)

Palo Alto Bicycles
P.O. Box 1276
Palo Alto, CA 94302
(Bicycling equipment)

Performance Bicycle Shop
P.O. Box 2741
Chapel Hill, NC 27514
(Bicycling equipment)

Patagonia
P.O. Box 86
Ventura, CA 93002
(Outdoor clothing)

Ramer/Alpine Research, Inc.
1930 Central Ave, Suite F
Boulder, CO 80301
(Mountaineering and backcountry ski equipment)

Ramsey
P.O. Box 1689
Paramus, NJ 07653-1689
(General outdoor equipment)

Recreational Equipment, Inc.
P.O. Box C-88125
Seattle, WA 98188-0125
(General outdoor equipment)

Royal Robbins, Inc.
1314 Caldwell Ave.
Modesto, CA 95350
(Outdoor clothing and general)

Schnee's Bootworks
411 West Mendenhall St.
Bozeman, Montana 59715
(Boots and boot repair work)

Sea Suits
837 West 18th Street
Costa Mesa, CA 92627
(Wet suits and accessories)

Seattle Manufacturing Corp.
12880 Northrup Way
Bellevue, WA 98005
(Mountaineering equipment)

The Wilderness Catalogue
502 Harlem
Schenectady, NY 12306
(General outdoor equipment)

Wildwater Design
230 Penllyn Pike
Penllyn, PA 19422
(River equipment kits and supplies)

Windsurfing U.S.A.
186 forks Road
Braintree, MA 02184
(Sailboarding equipment)

Yak Works
2004 Westlake Ave
Seattle, WA 98121
(Outdoor equipment for yuppies)

APPENDIX E

PROFESSIONAL ORGANIZATIONS

The following professional associations include some aspect of outdoor recreation within their organizational formats:

American Alliance for Health, Physical Education (AAHPER)
1201 16th St. N.W.
Washington, D.C. 20036

American Camping Association (ACA)
Bradford Woods
Martinsville, Indiana 46151

Association of College Unions-International (ACUI)
400 East 7th Street
Bloomington, Ind. 47405

Association of Experiential Education (AEE)
P.O. Box 4625
Denver, Co. 80204

National Association for Campus Activities (NACA)
Box 11489
Columbia, S.C. 29211

National Intramural and Recreation Sports Association (NIRSA)
Dixon Recreation Center
Oregon State University
Corvallis, Oregon 97331

National Recreation and Park Association (NRPA)
3101 Park Center Drive
Alexandria, Virginia 22302

National Therapeutic Recreation Society (NTRS)
1601 North Kent Street
Arlington, VA 22209

National Outdoor Recreation Conference Mailing Network
(A mailing list has been established for the exchange of information and the latest National Outdoor Recreation Conference. To get on the mailing list, write to:

Idaho State University Outdoor Program
P.O. Box 8118, I.S.U.
Pocatello, ID 83209

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ABOUT THE AUTHOR

Ron Watters is director of the Idaho State University Student Union Outdoor Program. Prior to his work at the university, he owned and operated a mountaineering, ski and outdoor equipment shop in Idaho. He currently serves on the National Board of Directors of the American Whitewater Affliation. In 1984 he and three other programming professionals organized the first and highly successful National Outdoor Recreation Conference in Bozeman, Montana.

In addition to his professional committments, he has organized and participated in a variety of kayaking, ski and mountaineering adventures and misadventures in such locales as Europe, the St. Elais Range, Yukon Territory, River of No Return Wilderness and the Northwest Artic in winter. Watters has authored three books including *Ski Trails and Old-timer's Tales*, *Ski Camping*, and *The Whitewater Book*.

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